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ABSTRACT

This annotated bibliography, containing the 1995 supplements to the Western Regional Resource Center's publication or inclusion, provides a listing of approximately 150 journal articles, reports, research studies, policy statements, opinion pieces, teaching models, symposia proceedings, monographs, audio recordings, and videotape recordings on inclusion of students with disabilities in regular education settings. The listing is organized by the following subject categories: case studies, checklists, curriculum, early childhood, fiscal implications, leadership, legal issues, legislation, newsletters, philosophy, policies, position statements, research, school publications, staff training/preparation, strategies/implementation, teacher education/certification, videos, and miscellaneous. (DB)

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Inclusion: An Annotated Bibliography. 1995 Supplements.

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[Second Update to the June 1994 Inclusion Bibliography]

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Capper, C. A., & Pickett, R. S. (1994, Spring). The relationship between school structure and culture and student views on diversity and inclusive education. ***Special Education Leadership Review,*** **2(1), 102 - 122.**

Descriptors: cultural diversity; survey; middle schools; attitudes; research; qualitative; peers; exclusion; administrators; case studies

Abstract: This article presents the results of a qualitative study which sought to discover how students at two middle schools view diversity and inclusive education and how those attitudes may be linked to the organizational structure of the cultures within each school. Although results of the study do not allow for the isolation of all variables which contribute to student attitudes, the findings lend themselves to the development of the following five hypotheses:

1) Exposure to inclusive practices at the elementary level of education develops a culture of belonging that extends to the secondary level of education;

2) A "culture of exclusion" may result from factors emanating from the home and community;

3) Certain structural elements with a school greatly impact on how students conceptualize diversity;

4) A culture that supports inclusion may result from structures that support inclusion; and

5) Exclusionary practices within a school impact negatively on how students characterize peers with disabilities; inclusionary practices within a school impact positively on how students characterize peers with disabilities.

The results of this study, as well as others cited by the authors, suggest that practices that limit or expand the opportunity for students to interact with peers with disabilities "can have a profound impact on the perceptions and subsequent behavior of students." Implications of the study's findings for administrator practice and preparation are discussed.

Covert, S. (1995, Summer). Elementary school inclusion that works. ***Counterpoint*****, 15(4).**

Descriptors: blindness; collaboration; visual impairment; parents

Abstract: This article describes a successful inclusion program that is a collaborative effort between the Maryland School for the Blind and Villa Cresta Elementary School in Baltimore, MD. A select number of blind students are included in the elementary program on a half-day basis from one to four days weekly. The collaborative model enables each school to provide a continuum of services to meet individual needs. At the elementary school, the blind students participate in a variety of academic lessons, computer time, library visits, art, physical education, and exploratory music. Staff cooperation and parental support are discussed as key factors in the successful collaboration effort.

Source: National Association of State Directors of Special Education, Inc.
747 Dresher Road, Suite 500
Dept. 430
P.O. Box 980
Horsham, PA 19044-0980

Dalheim, M. (Ed.). (1994). Toward inclusive classrooms. West Haven, CT: National Education Association.

Descriptors: inclusion; disabilities; case studies; checklists; curriculum; middle schools; elementary; behavior disorders; teachers; teams

Abstract: This document presents six experiences of teachers who have worked in varied inclusive projects: "Teaming up for Middle School Success" (two Virginia teachers discuss an alternative approach to teaching seventh grade environmental science); "Everyone Can Be a Scientist" (a Massachusetts teacher talks about how the annual science fair has become a peer-drive exhibition where everyone participates and succeeds); "The Inclusive Writing Workshop" (Georgia elementary school teachers talk about teaming to instruct a writing course); "Partners in Inclusion" (Rhode Island high school teachers talk about collaborative partnerships; "Language Arts, Milan-Style" (Ohio elementary teachers discuss teaching language arts in an inclusive setting); and "Integrating Andy" (middle school teachers in Vermont talk about the integration of a student with severe behavioral problems). These teachers, most of whom work in team teaching pairs, describe what worked and what didn't during their inclusion experiences, and provide diagrams, checklists, and tables which might be of practical use to other educators.

Source: NEA Professional Library
P.O. Box 509
West Haven, CT 06516-9904

Cost: $9.95

Raison, J., Hanson, L. A., Hall, C., & Reynolds, M.C. (1995). Another school's reality. *Phi Delta Kappan*, 76(6), 480-482.

Descriptors: case studies; positions

Abstract: This article describes one school's positive experience with inclusion. It was written as a rebuttal of sorts to a previous article (see Baines, Baines, & Masterson) that described a much different and decidedly negative experience. The success of the school described here is attributed to good planning, hard work, continuous improvement, strong leadership, a creative staff, and use of research for decision-making.

Schnepf, A. (1994, Summer). Introducing inclusion: A view from Clark County. ***The Principal Letters: Practices for Inclusive Schools, 16*****(4), 1 - 6.**

Descriptors: case studies; philosophy; planning; staff training; least restrictive environment; parents

Abstract: This is an account of the efforts of the Clark County School District in Clark County, IN to implement an inclusive educational program beginning in 1989 that will culminate in 1997 with all schools in the county having the capacity to offer services to students with disabilities in their home school. The article covers planning, staff training, philosophy, parent involvement, and questions about the inclusion model. The author stresses that, at least in Clark County's experience, the key to inclusion has been training offered to staff members throughout the school year.

In the conclusion, the author writes: "Inclusion in Clark County is a process that involves the staff, administration, and parents. It takes significant preplanning, training/inservice, implementation, assessment, revision, retraining, and replanning. . . . It's a process that doesn't end, only begins again and again as staff revises, retrains, and replans."

Vergun, P.B., & Chamber, J.G. (1995). A case study of "supported education" in Oregon: Resource implications of inclusion. Palo Alto, California: American Institutes for Research.

Descriptors: funding; resources; training; transportation; accessibility

Abstract: This study was one of several conducted to explore the relationship between the costs and benefits of moving toward a model of more inclusive education in Oregon, a state that had recently made changes in its special education funding system to, in part, reduce incentives for separate placements for students with disabilities. In this paper, data are reported from a series of interviews with special education directors and principals in the 10 sample schools to answer the following question: How have schools in the Oregon sample changed their patterns of resource allocation in response to implementation of "full inclusion" or "supported" education?

The authors found that most of the sample schools and districts "seem to have more special education students in regular classrooms than previously, and some schools no longer have self-contained classrooms" (p. 6) as a result of the changed fiscal model. Costs related to inclusion, or "supported education," may have risen, but the rise may be temporary or the result of one-time expenditures. Costs were grouped into categories of personnel, transportation, facilities, materials and equipment, and professional development. In the personnel category, the study revealed that teachers seem to be spending their time differently, rather than spending more of it, with aides in the regular classroom more often than in the past. Transportation costs reflect start-up needs for accessible buses, but are expected to decrease as students are bused shorter distances. Facilities costs were incurred in older districts that had more upgrading to do, and materials and equipment costs did not appear to change. Staff development costs have gone up and all districts mentioned training as a continuing need. Training is needed for both regular and special education staff in teaming arrangements, collaborative planning, and general knowledge about how to work with students with severe disabilities.

Westby, C. E., Watson, S., & Murphy, M. (1994). The vision of full inclusion: Don't exclude kids by including them. ***Journal of Childhood Communication Disorders,*** **16(1), 13-22.**

Descriptors: case studies; Circle of Friends; maps; strategies; mild disabilities

Abstract: The authors distinguish between the meanings of mainstreaming and inclusion, defining inclusion as a "philosophical change in attitude toward the needs and rights of students with disabilities." They trace the origins of the inclusion movement in Canada and the U. S., and list some concerns that have risen as the movement has matured. Among the concerns are the suspicion that funding issues sometimes take precendence over the needs of the students, and the discomfort teachers experience when the need to accomodate all students in the regular classroom puts tham at odds with school reform efforts based on higher academic standards.

The article asserts that the idea of full inclusion is based more on philosophy than it is on empirical evidence, and suggests that placing students in regular classrooms may not always reduce stigmatization. The four essential elements of inclusion are: philosophy, vision and administrative support; education of parents and staff; comprehensive assessment of students; training of regular and special education students for inclusion.

The case study portion of the article describes the efforts of La Chamisa, an elementary school in the southwest, to serve students from culturally, linguistically, and ethnically diverse backgrounds. The school's inclusive program incorporates concepts from Maslow's hierarchy of needs, in which basic needs for food and caring attention are addressed before moving up the ladder to safety, belongingness, improved academics, esteem, and internal locus of control.

Meyer, L. H., & Eichinger, J. (1994). Program quality indicators (PQI): A checklist of most promising practices in educational programs for students with disabilities. Syracuse, NY: Syracuse University.

Descriptors: checklists; program evaluation

Abstract: This third edition of the PQI checklist is organized at four levels: 1) local education agency district indicators, 2) building indicators, 3) educational placement and related services indicators, and 4) individual student and program indicators. For each of the four levels, desirable program features are proposed that can be validated as most promising practices in educational and related services. The checklist is designed to be used by school district personnel, families, consumer groups, and researchers as a tool to both evaluate quality inclusive schooling and to guide program development. Ratings of between zero and 4 are given for each of 27 areas for a possible score of 108. Explanations for each area are given along with a scoring box and room for additional comments.

Source: Luanna H. Meyer, ATTN: Special Projects Materials
Special Education Programs
805 S. Crouse Avenue
Syracuse University
Syracuse, New York 13244-2280

Cost: $10.00

Deschenes, C., Ebeling, D., & Sprague, J. (1994). Adapting curriculum and instruction in inclusive classrooms: A teacher's desk reference. Bloomington, IN: Center for School and Community Integration Institute for the Study of Developmental Disabilities The University Affilitated Program of Indiana

Descriptors: checklists; forms; curricular adaptations

Abstract: This book provides a conceptual model for a inclusion and a range of sample adaptations that can be used in classrooms. The authors caution that it is not a "cookbook," but rather provides a conceptual framework that can be used by teachers to "build their skills and increase options for adapting across all curricular areas and for all students." The book outlines seven steps for adapting curriculum and instruction and describes nine different types of adaptations. Sample adaptations for six content areas — Reading, Language Arts/English, Math, Social Studies, Science, and Home Economics—are described. Strategies for adapting evaluation and grading procedures, tests and quizzes, and cooperative learning activities have also been included. The resource section includes several checklists and planning/evaluation forms.

Source: Center for School and Community Integration
Institute for the Study of Developmental Disabilities
2853 East Tenth Street
Bloomington, IN 47408-2601
812-855-6508

Cost: $9.50

Deschenes, C., Ebeling, D., & Sprague, J. (1994). Adapting curriculum and instruction in inclusive classrooms: Staff development kit. Bloomington, IN: Center for School and Community Integration, Institute for the Study of Developmental Disabilities, The University Affiliated Program of Indiana.

Descriptors: curricular adaptation; training; staff development

Abstract: This staff development kit, intended to be a supplement to the companion document by the same title, includes the following:

- Directions for a 75-minute workshop;
- A set of workshop activity sheets including nine types of adaptations, seven steps for adapting, creating adaptations from familiar lessons, a general menu of strategies, and strategies for adapting tests and quizzes;
- A set of workshop transparencies including six assumptions, seven steps for adapting, and nine types of adaptions; and
- Reference materals to include commonly asked questions and answers, further reading, and a session evaluation form.

Source: Center for School and Community Integration
Institute for the Study of Developmental Disabilities
2853 East Tenth Street
Bloomington, IN 47408-2601
812-855-6508

Cost: $15.50

Filbin, J., & Kronberg, R. (1995). Ideas and suggestions for curricular adaptations at the secondary level. Denver, CO: Colorado Department of Education.

Descriptors: curricular adaptations; secondary

Abstract: This manual was developed by the Colorado Effective Education Model, a systems change project designed to develop best educational practices for students with severe disabilities. It includes a number of charts in various secondary academic content areas—English-Language Arts, Social Studies, Foreign Languages, Science, Mathematics, Drama, Computer Technology, Music, Physical Education, Geography, and Communications—that list adaptive/alternative activities that can be used to teach basic skills. Suggested adaptations for typical routine activities such as classroom routines are also included. A companion volume for elementary level adaptations is also available.

Source: Colorado Department of Education
201 East Colfax Ave.
Denver, CO 80203
303-866-6695

Cost: free

New York curriculum component, mathematics grades 6 - 8. (1994). Syracuse, NY: Task Force on Inclusion Schooling.

Descriptors: curriculum; math; middle school; adaptations; lesson plans

Abstract: This document includes ten lesson plans for middle school mathematics that have been adapted for students with significant disabilities. Each lesson plan includes objectives, instructional setting and organization, a script for the lesson, performance and product measures, and information on adaptations. Computer-based, follow-up instructional activities are included for many of the lesson plans.

Source: ATTN: Special Projects/Consortium
Huntington Hall
150 Marshall Street
Syracuse University
Syracuse, NY 13244-2340

Cost: $5.00

New York inclusive education curriculum guide: Adapted lesson plans for elementary grades K-3. (1994). Syracuse, NY: Task Force on Inclusion Schooling.

Descriptors: curriculum; lesson plans; elementary

Abstract: This document includes 11 lesson plans for students in grades K-3 which have been used in classrooms with one or two students with severe disabilities. Each lesson plan includes objectives, instructional setting and organization, lesson plan script, performance measures, products used, and a target student with significant disabilities with selected IEP goals and adaptations annotated for the student throughout the lesson. Plans are included for the following content areas: mathematics, language arts, social studies, art, science, and writing.

Source: ATTN: Special Projects/Consortium
Huntington Hall
150 Marshall Street
Syracuse University
Syracuse, NY 13244-2340

Cost: $5.00

Abraham, M. R., Morriw, L. M., & Wald, P. J. (1993). Inclusive early childhood education. Tucson: Communication Skill Builders.

Descriptors: mild disabilities; moderate disabilities; early childhood; curriculum; IEPs; language

Abstract: Based on a field-tested program, this book presents a model for integrating children with mild to moderate disabilities into the regular preschool classroom. The system of instruction is developmentally sequenced for preschool-aged children and provides intervention for young children with disabilities.

The resource includes information in the following areas:

- A philosophy of inclusion based on theory and practice
- How to set up a classroom environment to reflect needs of all students
- C.H.I.L.D., the whole-child-based curriculum
- Daily routines that interweave skills and themes
- A reproducible lesson plan format
- IEP development linked to instructional planning and record keeping
- Natural facilitation techniques for language and interpersonal development
- A system for monitoring progress

Source: Communication Skill Builders
3830 East Bellevue
P. O. Box 42050-CS4
Tucson, AZ 85733
(602) 323-7500

Cost: $49.00 (Order #7884-CS4)

Aveno, A. (1994). The Systematic Inclusive Preschool Education Model for children with severe disabilities. (ERIC Document Service No. ED 369 221)

Descriptors: early childhood; preschool; severe disabilities; research; program evaluation; projects

Abstract: This final report describes the Systematic Integrated Preschool Education Model (SIPE) project, which established classrooms to demonstrate an inclusion model for serving preschool children with severe disabilities. A total of 33 preschool children with identified developmental disabilities and their families in three Virginia school districts were served directly by this project. Six classrooms served as demonstration classes or replication sites. Both full inclusion and reverse mainstream models were implemented. The report provides information on goals and objectives of the SIPE Project, conceptual frameworks for the SIPE model, methodological and logistical problems, project impact, and evaluation findings. Tables provide project details and evaluation results. An appendix describes SIPE model components and validity data.

Battigelli, S., & Heekin, S. (Eds.). (1995). EEPCD resources supporting inclusion. Chapel Hill, NC: National Early Childhood Technical Assistance System.

Descriptors: early childhood; preschool; child care; community; disability awareness; resources; bibliography; transition; behavior management; training; policies; administration; curriculum

Abstract: This is a compilation of Early Education Program for Children with Disabilities (EEPCD) program resources that support the inclusion of children with special needs and their families in regular education and community environments. Each entry includes the project developer, format, description (1 -2 sentences), audience, cost, and ordering information. An index identifies the format of each resource and categorizes each item as a resource for training, classroom curriculum, policy/administration, and/or general information.

Source: National Early Childhood Technical Assistance System
500 NationsBank Plaza
137 E. Franklin Street
Chapel Hill, NC 27514
919-962-2001
919-966-7463 (fax)

Cost: free

Iowa Early Childhood Special Education Technical Assistance Network. (1993). A planning guide for integrating young children with disabilities into community-based early childhood programs. Des Moines, IA: Iowa Department of Education.

Descriptors: early childhood; community; planning; families; teams; parents; IEPs; teaching strategies

Abstract: This guide is a tool for educators to use when planning integrated services for young children with disabilities. The guide is designed to:

- Provide a framework for decision making, planning, and problem solving;
- Encourage collaboration, assure mutual understanding of the child's needs, and clarify roles and responsibilities for carrying out recommendations;
- Facilitate communication among parents, community-based early childhood staff members and early childhood special education personnel; and
- Provide a mechanism for collecting and storing information.

The guide includes sections on the following areas: benefits of integration, planning, team members, families, the IEP process, prioritizing objectives and planning accommodations. It also provides examples of teaching strategies and information to share with parents of children without disabilities.

Source: Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146

Cost: free

Odom, S. L. (1995). Compendium digest: Early childhood inclusion. Nashville, TN: Early Childhood Research Institute on Inclusion.

Descriptors: early childhood; outcomes; disabilities; model programs

Abstract: This document seeks to answer four questions regarding early childhood inclusion:

1) Briefly describe the topical issue of early childhood inclusion. What outcomes signify successful implementaiton of the topical issue?
2) To what extent have these outcomes been achieved in the last five years?
3) What educational models/procedures are the most effective for achieving these outcomes?
4) What educational models/procedures most inhibit these outcomes?

A model profile of the early childhood program for Jefferson County Public Schools in Louisville, KY is included.

Source: Early Childhood Research Institute on Inclusion
c/o John F. Kennedy Center for Research on Human Development
Peabody College
Vanderbilt University
Nashville, TN 37203

Cost: free

Rose, D. F., & Smith, B. J. (1994). Policy and practice in early childhood: Special education series. Pittsburg, PA: Research Institute on Preschool Mainstreaming.

Descriptors: early childhood; preschool; parents; Head Start; placement; eligibility; service delivery; finances

Abstract: This document outlines ways in which parents, public school personnel, child care providers, and Head Start grantees can work together collaboratively to serve children with disabilities in inclusive educational settings. Responsibilities for each collaborating party are discussed in the following areas: 1) individualized educational placements; 2) eligibility; 3) supervision of service delivery; and 4) financial responsibility.

Source: Research Institute on Preschool Mainstreaming
2500 Baldwick Road, Suite 15
Pittsburgh, PA, 15205
(412) 937-3093

Cost: Free

Smith, B. J., & Rose, D. F. (1994). Preschool integration: Recommendations for school administrators. *Policy and Practice in Early Childhood: Special Education Series.* Pittsburgh, PA: Research Institute on Preschool Mainstreaming.

Descriptors: preschool; early childhood; administrators

Abstract: The authors of this document examine ways in which public school administrators can ensure that inclusive educational experiences are available to families and children. The following questions are posed and addressed:

1) What do we know about preschool integration?
2) What are quality practices in integrated early childhood programs?
3) What prevents administrators from creating integrated preschool programs?
4) What can administrators do to support integrated practices?

A model of systems change for preschool inclusion is included in the document.

Source: Research Institute on Preschool Mainstreaming
2500 Baldwick Road, Suite 15,
Pittsburgh, PA, 15205
412-937-3093

Cost: free

Strain, P. S., & Guralnick, M. J. (1994). Longitudinal study of preschool integration: Major findings. Pittsburgh, PA: Early Learning Institute

Descriptors: preschool; early childhood; research; attitudes; socialization; placement; finance; parents; teachers; students; mild disabilities; moderate disabilities

Abstract: This document reports the results of a preschool integration project involving 400 children and their families in 250 preschool and elementary classrooms. The researchers studied children's intellectual and social development and attitudes toward one another; parents' judgment of satisfaction and attitudes toward inclusion; teachers' judgment of child competence and their attitudes toward inclusion; administrators' attitudes toward inclusion; and long-term placement and cost data.

Findings of the study include:

- Children with mild to moderate developmental delay make better social progress in integrated settings.
- Children with mild to moderate developmental delay make equal developmental progress in all other performance domains, regardless of placement.
- For children with these special needs, once in non-integrated settings, their placement remains the same as they progress through school.
- For children with these special needs, integrated preschool leads to integrated K-3 grade for almost all students; and almost 70 percent are not identified as special education eligible in elementary school.
- At the quality extremes the better integrated programs yield better outcomes than the better segregated ones.
- Placement cost savings for the preschool integrated group totals approximately $26,000 per child through grade three.
- No differential child outcomes occur for typical children who do or do not have educational experiences with children with special needs.
- Families of "integrated" children are more positive about schooling and supportive of inclusion in general.
- Teachers and administrators from integrated programs are more positive toward general inclusionary practices in schools.

The authors draw conclusions from their findings that support an integrated preschool service delivery approach.

Source: Early Learning Institute
Research, Training and Evaluation Division
2500 Baldwick Rd., Suite 15
Pittsburgh, PA 15205
(412) 937-3093

Cost: free

Clark County Special Education Cooperative. (1993). Special education inclusion: Fiscal analysis of Clark County Schools inclusion site grant. Terre Haute, IN: Blumberg Center for Interdisciplinary Studies in Special Education, Indiana State University.

Descriptors: finance; fiscal implications; transportation; staff development

Abstract: This document relates results of a study to determine the fiscal impact of inclusive special education programs and services in a special education cooperative of 19 elementary schools located in Clark County, IN. The study focused on direct and identifiable costs associated with inclusion service delivery: instruction, administration, and transportation. The authors conclude that the cost per pupil difference between inclusion and traditional service delivery programs is minimal. "This analysis strikes at the heart of policy and planning for children with special needs educational programs and services," the authors write. "The rule seems to be that the more students are included in a program in which all services are coordinated, the more value for the dollar is provided."

Additionally, the authors recommend that the state of Indiana shift from a weighted formula to finance education for students with disabilities to a formula that is not tied to categorical labels and that will not discourage inclusion. The authors recommend a flat funding concept that does not require categorical services and encourages flexible service delivery models.

Source: Blumberg Center for Interdisciplinary Studies
in Special Education
Indiana State University
School of Education, Room 502
Terre Haute, IN 47809
(812) 237-2830

Cost: free

Finance in an inclusive system. (1994). Center for Special Education Finance.

Descriptors: finance; inclusion

Abstract: This brief describes how traditional ways of funding special education create incentives for overidentification and restrictive placement of students in special education; presents alternative approaches to special education funding; and discusses several strategies for improving the education of all students. These strategies include linking special education and general education reform, creating incentives for inclusion, and using a variety of funding sources. The brief also presents the recommendation made by the National Association of State Boards of Education that "State boards, with state departments of education, should sever the link between funding, placement and (disability) label. Funding requirements should not drive programming and placement decisions for students."

Source: Center for Special Education Finance
American Institutes for Research
1791 Arastradero Road
P. O. Box 1113
Palo Alto, CA 94302-1113
415-493-3550

Cost: free

Hartman, W. T. (1994, Spring). Funding for a unified educational system. *Special Education Leadership Review,* **2(1), 33 - 38.**

Descriptors: finance; fiscal implications

Abstract: The funding structure for a unified educational system must follow the adoption of a single instructional and administrative system. Most funding structures are based upon categorical labeling of students. Fiscal incentives for including students with disabilities need to be incorporated while disincentives should be removed.

The major features of a unified funding system are listed and several funding approaches are discussed.

McLaughlin, M. J., & Warren, S. H. (1994). Resource implications of inclusion: Impressions of special education administrators at selected sites. Palo Alto, CA: Center for Special Education Finance.

Descriptors: finance; teachers; personnel; paraprofessionals; transportation

Abstract: This document presents conclusions drawn from an exploratory study by the Center for Special Education Finance to determine the financial impact when a school district moves to inclusion. The Center studied resource allocations relating to staffing, transportation, facilities, equipment, and professional development in 12 school districts and how expenditures in those areas changed as inclusion was implemented. Although the authors conclude that inclusion does not cost more than other modes of service delivery--that in fact, it may be less expensive--the investigation suggests that initial implementation of inclusion can require additional resources. This reality, however, does not seem to be hindering the inclusion movement , the report concludes. Those districts that feel it is the right thing to do continue to implement inclusion with whatever resources are available to them. These administrators do not necessarily view inclusion as a way to save money or radically redefine special education.

Source: Center for Special Education Finance
American Institutes for Research
1791 Arastradero Road
P. O. Box 1113
Palo Alto, CA 94302
(415) 493-3550

Cost: free

McLaughlin, M., & Warren, S. H. (1994, November). The costs of inclusion. *The School Administrator,* 2(1), 8 - 19.

Descriptors: finance; teachers; paraprofessionals; transportation; facilities; equipment; professional development

Abstract: The "costs" of inclusion, in terms of financial and human resources, are explored in this article. University of Maryland researchers interviewed special education directors, principals, and other administrators in 14 school districts practicing inclusion. These individuals identified five areas affected by the move to inclusion: teachers and instructional assistants; transportation; facilities; materials and equipment; and professional development. In addition to discussing each of these areas, the authors attempt to draw conclusions about the cost of each area to school districts. The results of a Minnesota Department of Education study which compares the cost of educating students with various disabilities with regular education students are presented. Results of the Clark County, Indiana school district's analysis of the cost of inclusion are also presented.

Salisbury, C., & Chambers, A. (1994). Instructional costs of inclusive schooling. ***The Journal of the Association of Persons with Severe Handicaps, 19*****(3), 215 - 222.**

Descriptors: fiscal implications; finance; severe disabilities; related services; support; paraprofessionals; transportation; educational reform

Abstract: This article reports results of a longitudinal study of the cost of inclusion in Johnson City School District, Johnson City, New York. Results of the five-year study included the following:

- District costs were significantly less on an annual basis relative to comparable costs for out-of-district services;
- Although there was a significant increase in the number of students with severe disabilities during the five-year period, district costs were still well below that of out-of-district services;
- Related service costs doubled during the five-year period, linked with the increase in students with more intensive needs; and
- The number of and reliance on paraprofessional staff for support in the regular classroom significantly increased.

The authors theorize that the integrated nature of the service delivery system in the district helped them to contain their costs, and that the use of existing resources, such as transportation, rather than creating specialize, benefited all students and eliminated the need for additional expenses.

Although some educators may interpret the data derived from this study as leverage or reassurance for inclusive reform, the authors indicate that their intent was to clarify the issue, not to persuade. "Although cost is an inevitable bedfellow in discussions of educational reform," they write, "it should be recognized as a mediating, rather than controlling, variable. Reform can and should occur for other reasons--principally, to improve that which currently exists."

VanDover, T. (1994). A principal's guide to creating a building climate for inclusion. Manhattan, KS: The MASTER Teacher.

Descriptors: principals; administration; legal issues; philosophy; IEPs; staff development; regular education; special education; student rights; resources; support; leadership

Abstract: This guide was written to serve as a tool for those in building-level leadership positions dealing with the issue of inclusion. It provides an educational foundation, presentations, and follow-up activities that can be used to assist teachers explore issues related to inclusion of special needs students in regular classrooms.

Section one of the guide covers teacher prepartation/staff development issues. This section includes 20 staff development sessions estimated to be 10-30 minutes in length and designed to heighten awareness about working with special needs students. Minisession topics include "The Difference Between a Handicap and a Disability," "Labels: Helpful or Harmful?", "Determining Staff Development Needs," and "Merging Regular Education with Special Education Services." Section two includes lessons for parent/teacher groups. This section familiarizes parents with changes in special education, the law, and current practices. Section three contains useful forms and memos to assist in facilitating inclusion within the school and evaluating its progress. The forms and memos included may be used as is or adapted.

Source: The MASTER Teacher
Leadership Lane, P. O. Box 1207
Manhattan, KS 66502-0038
800-669-9633

Cost: $49.95

Cernosia, A., Lipton, D., & Murphy, T. J. (1994). Pre-Institute Symposium on Full Inclusion. Miami, FL: Convention Tapes International, Inc. [Audio cassettes]

Descriptors: legal issues; disabilities; court cases

Abstract: These four cassettes record the Pre-Institute Symposium on Full Inclusion offered on May 1, 1994 during the 15th National Institute on Legal issues of Educating Individuals with Disabilities held in San Francisco, CA. The following topics are discussed on the cassettes:

- An Overview of the Law: From Exclusion to Full Inclusion
- The Holland Case: Full Inclusion from a Parents' Attorney Perspective
- The Oberti Case: Full Inclusion from a School District Attorney Perspective
- Related Issues in Implementing Inclusionary Practices

Source: Convention Tapes International, Inc.
P. O. Box 381992
Miami, FL 33238-1992
(305) 757-8666

Cost: $35.00 plus $4.00 shipping and handling

Cernosia, A., Lipton, D., & Murphy, T. J. (1994). Pre-Institute Symposium on Full Inclusion. Horsham, PA: LRP Publications.

Descriptors: legal issues; least restrictive environment; related services; extracurricular activities; preschool; early childhood; court cases

Abstract: This documentation from the Pre-Institute Symposium conducted May 1, 1994 as a part of the 15th National Institute on Legal Issues of Educating Individuals with Disabilities covers several legal topics: a) historical perspective, b) placement information, c) definitions, d) legal basis, e) application of legal requirements, f) judicial implementation of LRE, g) related services, h) extracurricular activities, i) preschool issues. Placement charts and court case summaries are appended.

Source: LRP Publications
1555 King Street, Suite 2000
Alexandria, VA 22314

Cost: $25.00

Full inclusion: Educating students with disabilities in the regular classroom. (1994). Horsham, PA: LRP Publications.

Descriptors: disabilities; legal issues; court cases; least restrictive environment; checklists; placement

Abstract: This document is a compilation of articles which analyze the issue of inclusion from a legal perspective. Several articles have been reprinted from *The Special Educator*. Six case laws and two policy rulings have been reprinted as well which show trends since 1991 in legal interpretation of the courts regarding inclusion. The document also includes a checklist of questions to ask when determining least restrictive environment, authored by attorney Reed Martin.

Source: LRP Publications
Dept. 430, 747 Dresher Road
P. O. Box 980
Horsham, PA 19044-0980
1-800-341-7874

Cost: $25.50 plus $3.50 shipping and handling

McCarthy, M. M. (1995). Inclusion of children with disabilities: Is it required. ***West's Education Law Quarterly,*** **4(2), 270-279.**

Descriptors: court cases; court decisions; legal interpretations; legal issues

Abstract: In an attempt to identify legal trends related to inclusion, the article notes that messages from the courts about school law are not always consistent. The major issue for the 90s appears to be "whether students with disabilities are entitled to be placed in the regular classroom with supplemental aids and services."

The author describes inclusion as a "state-of-the-art term" and defines it as "bringing support services to the child rather than moving the child to a segregated setting to receive special services." Noting that the legal climate appears to be changing, the article describes the court cases prior to 1990 that favored segregated placements or centralized programs. Since 1991, federal appellate decisons have leaned toward full inclusion, and recent ninth circuit decisions are fully discussed, along with the four-factor balancing list derived from a combination of prior LRE decisions.

Future directions are uncertain, clouded by skepticism about inclusion, fiscal concerns, and unresolved legal questions. Courts may find it difficult to determine whether services for children with disabilities can be provided satisfactorily in the regular classroom.

Siegel, L. M. (1994). Least restrictive environment: The paradox of inclusion. Horsham, PA: LRP Publications.

Descriptors: least restrictive environment; placement; deafness; legal issues; Individuals with Disabilities Education Act

Abstract: Focusing on one family's struggle to place their six-year-old son in a state school for the deaf, the author analyzes relevant federal laws and the inclusion reform movement. Siegel analyzes educational and political attitudes regarding the placement of students with disabilities, including ongoing conflicting movements both to integrate students and preserve separate education programs.

Source: LRP Publications
Dept. 430, 747 Dresher Road
Horsham, PA 19044-0980
1-800-341-7874

Cost: $27.50 plus $3.50 shipping and handling

Act 230 in Vermont: What's happening: Students, classrooms, schools. (1995). Montpelier, VT: Vermont Department of Education.

Descriptors: inclusion; legislation; funding; research

Abstract: This report seeks to analyze the effects of Act 230, passed in 1990 which made changes in the funding structure and required schools to develop a comprehensive system of educational services. The report synthesizes data collected through quantitative studies, surveys of special education administrators, and case studies of exemplary schools. The study's results are organized into five major categories: findings related to the success of individual students; recent changes in classrooms; recent changes in schools and school-wide support systems; factors which promote or inhibit successful implementation of the act; and challenges ahead. Chapters seek to answer: What's Happened to Students? What's Happened to Classrooms? What's Happened to Schools as a Whole? and What's Ahead: Challenges and Future Directions.

Source: Vermont Department of Education
120 State Street
Montpelier, VT 05602
802-828-3121

Cost: free

Legislation gives teachers power in W. Virginia. (1994, June). ***Inclusive Education Programs,*** **pp. 10 - 12.**

Descriptors: legislation; teachers

Abstract: This article relates details of legislation passed in West Virginia in March of 1994 that gives regular education teachers more involvement in meeting the needs of special education students in their classrooms. Provisions of the law were included as a part of the state Senate's education finance package. Those provisions give regular education teachers the authority to work with special education teachers to develop students' individual education plans; to reconvene the IEP committee during the school year if needed; and to receive training, additional staff, and resources to provide medical or other services required by the IEP. To insure accountability, faculty committees at each school are required to develop strategic plans to the district superintendent on managing the inclusion of special needs students.

Best Practices for Inclusion of all Students. **(June, 1992 - September, 1994). Burlington, VT: Best Practices for Educating Students with Serious Emotional Disturbance Project.**

Descriptors: newsletters; disabilities; best practices; serious emotional disturbance; behavior disorders

Abstract: This newsletter, published quarterly from June of 1992 through September of 1994, shares best practice experiences in inclusion ongoing in Vermont schools. Profiles of students and inclusive schools are highlighted with emphasis on practical ideas gleaned from experience. The newsletter focuses primarily on inclusion of students with emotional and behavioral disabilities in regular classrooms.

Source: Best Practices for Educating Students
with Serious Emotional Disturbance Project
University Affiliated Program of Vermont
Center for Developmental Disabilities
499C Waterman Building
Burlington, VT 05405-0160
(802) 656-4031

Cost: free

Baumgart, D. (1992). Philosophy, differences, and education. Washington, DC. (ERIC Document Reproductive Service No. ED 353 764)

Descriptors: philosophy

Abstract: This paper argues that the philosophic assumptions underlying full inclusion efforts for students with severe disabilities and other restructuring movements are actually barriers to "best practice" implementation, and an alternative perspective based on social relations is offered. Two different perspectives on disability, the "different person" perspective (which sees differences as inherent and immutable) and the "rights" perspective (which views all individuals as entitled to the same rights, services, and outcomes) are compared. Both perspectives are seen to result in a dilemma and be inappropriate to guide current restructuring. By contrast, the social relations perspective views differences in the context of relationships, which are expected to change with time or as the comparison basis changes. This perspective is applied to a case in which an emphasis on gender differences in provision of maternity leave is replaced with relation-based provision of parental of family leave. Other examples apply the social relations perspective to inclusion of students with severe disabilities and the provision of bilingual/bicultural education to all students and not just to the Spanish-speaking minority.

Rose Hill Elementary School. (1995). Commerce City, CO: Rose Hill Elementary School.

Descriptors: philosophy; elementary; discipline; mission; vision; IEPs; modifications; forms; behavior disorders; serious emotional disturbance; parents; conflict mediation; planning; teams

Abstract: This introduction to Rose Hill Elementary School expresses an inclusionary philosophy and describes the organization of the school which supports inclusion of all students in the regular classroom. An Individual Integration Plan for each student eligible for special education services includes a student profile, modifications needed by the student, and other services. The Roles and Responsibilities Form delineates responsibilities relating to the education of the student and which staff member is responsible for each. Diagrams of a successful school community and asuccessful program for students with severe behavioral and emotional challenges are included. The document also explains behavior standards developed by the school.

Source: Rose Hill Elementary School
6900 East 58th Ave.
Commerce City, CO 80022
303-287-0163

Cost: free

Special Education Advisory Council Ad Hoc Committee Studying Neighborhood Schools and Inclusion. (1994). Neighborhood schools and inclusive education practices. Lincoln, NE: Nebraska Department of Education.

Descriptors: systems change; philosophy; finance; placement; vision; checklists

Abstract: This document includes a vision statement for the state's inclusive educational mission and recommended state, district, and building level practices and strategies to support that vision. The Special Education Advisory Council Ad Hoc Committee Studying Neighborhood Schools and Inclusion acknowledges that "attaining the vision and beliefs may be a slow process because of the emotional and professional investment in traditional educational systems and practices," but also believes that "once change is underway, however, it is likely to gain momentum and exceed the vision." The document also includes a school checklist and question-and-answer primer.

Source: Nebraska Department of Education
Special Education Office
301 Centennial Mall South
Lincoln, NE 68509-4987
(402) 471-2471

Cost: free

Westby, C. E., Watson, S., & Murphy, M. (1994). The vision of full inclusion: Don't exclude kids by including them. ***Journal of Childhood Communication Disorders*****, 16(1), 13-22.**

Descriptors: case studies; Circle of Friends; maps; strategies; mild disabilities

Abstract: The authors distinguish between the meanings of mainstreaming and inclusion, defining inclusion as a "philosophical change in attitude toward the needs and rights of students with disabilities." They trace the origins of the inclusion movement in Canada and the U. S., and list some concerns that have risen as the movement has matured. Among the concerns are the suspicion that funding issues sometimes take precendence over the needs of the students, and the discomfort teachers experience when the need to accomodate all students in the regular classroom puts tham at odds with school reform efforts based on higher academic standards.

The article asserts that the idea of full inclusion is based more on philosophy than it is on empirical evidence, and suggests that placing students in regular classrooms may not always reduce stigmatization. The four essential elements of inclusion are: philosophy, vision and administrative support; education of parents and staff; comprehensive assessment of students; training of regular and special education students for inclusion.

The case study portion of the article describes the efforts of La Chamisa, an elementary school in the southwest, to serve students from culturally, linguistically, and ethnically diverse backgrounds. The school's inclusive program incorporates concepts from Maslow's hierarchy of needs, in which basic needs for food and caring attention are addressed before moving up the ladder to safety, belongingness, improved academics, esteem, and internal locus of control.

Catlett, S. M., & Osher, T. W. (1994). What is inclusion, anyway? An analysis of organizational position statements. Washington, DC: Project Forum at National Association of State Directors of Special Education.

Descriptors: policies; philosophy

Abstract: This document analyzes inclusion policies developed by 18 national organizations. While no two organizations have defined inclusion exactly alike, all have taken a position on the issue with various recommendations for definitions, implementation, and standards. Questions asked of the organizations included: A) Does the organization's statement define inclusion? How? B) Does the organization's statement include its goal of inclusion (i. e., physical placement with nondisabled peers, employment, community success, etc.)? What is it? C) Does the organization's statement see a need for a "continuum of placements"? If yes, what is the basis/criterion for removing a student from the mainstream? D) Does the organization's statement mention requirements regarding the qualifications for any or all personnel? Training for any or all personnel? E) Does the organization's statement take other involved persons/areas (i. e., parents, community agencies, local community settings, other in-school programs) into consideration? How? F) Does the organization's statement intend for its position on inclusion to apply to ALL students with disabilities? If not, what is the basis for making the distinction between those to whom it applies and those who are to be exempt? The document includes a copy of the inclusion survey, an analysis of findings, and a matrix illustrating responses.

Source: National Association of State Directors of Special Education
1800 Diagonal Road, Suite 320
King Street Station 1
Alexandria, VA 2231
(703) 519-3808

Cost: $4.00 plus $1.21 shipping and handling

Inclusion policy. (1995). Urbana, IL: National Council of Teachers of English (NCTE).

Descriptors: policies

Abstract: This policy endorses the practice of including students with disabilites in general education classrooms whenever possible and to provide support for students with identified exceptionalities. The policy urges schools to create collaborative teams; provide adequate preparation and ongoing professional development; take special care in assessment and placement; explore alternative organizational and financial structures; discourage displacement from general education; establish and maintain an inclusion strand within conferences on teaching language arts; and develop and maintain communication with professional special education associations.

Source: National Council of Teachers of English (NCTE)
1111 W. Kenyon Road
Urbana, IL 61801-1096
217-328-3870

Cost: free

National Association of the Deaf statement on full inclusion. (1994), In Implications and complications for deaf students of the full inclusion movement (pp. 78-79). Washington, DC: Center for Assessment and Demographic Studies, Gallaudet Research Institute.

Descriptors: policies; deafness

Abstract: This statement by the National Association of the Deaf expresses strong criticism of the full inclusion movement which it says is "being conducted with complete disregard for the provision of essential services, based upon a comprehensive assessment of each child, and is in direct violation of the Individuals with Disabilities Education Act (IDEA). For many students with hearing impairments, full inclusion "creates language and communication barriers that are potentially harmful and consequently deny many of these children an education in the 'least restrictive environment'." Recognizing that the regular classroom in the neighborhood school may not be the appropriate placement for some students with hearing impairments, the NAD supports the preservation and expansion of the full continuum of alternative placements "to ensure that each deaf or hard of hearing child receives a quality educational in an appropriate environment."

Source: Center for Assessment and Demographic Studies
Gallaudet Research Institute
800 Florida Ave., NE
Washington, DC 20002
(202) 651-5488

Cost: free

University of the State of New York, The State Education Department. (1994). Least restrictive environment: Implementation policy paper. Albany, NY: Author.

Descriptors: least restrictive environment; policies; local education agencies; funding; teacher training; technical assistance; monitoring; placement; general education; families

Abstract: This document was written to establish a clear policy direction for the Board of Regents and the New York State Education Department regarding least restrictive environment and to describe how local education agencies and the State will implement this federal and state requirement.

Eight major goals are identified to insure that each student with a disability in the state receives a free appropriate public education (FAPE) in the least restrictive environment. These goals are 1) strengthening and expanding general education services; 2) funding reform; 3) supporting a continuum of alternative placements; 4) promoting statewide equity and access; 5) increasing general education opportunities; 6) strengthening the role of parents and guardians; 7) focusing on results; and 8) transitioning students back to general education.

The paper also defines steps to be taken by the state education department to support the educational community in accomplishing these goals. The steps are in the following areas: 1) funding; 2) planning time; 3) preservice and in-service training; 4) programs and options; 5) consultant teacher services; 6) technical assistance; and 7) monitoring.

Source: New York State Education Department
Albany, NY 12234
(518) 474-5548
Attn: Cathy Castle

Cost: free

Abraham, M. R., Morriw, L. M., & Wald, P. J. (1993). Inclusive early childhood education. Tucson: Communication Skill Builders.

Descriptors: mild disabilities; moderate disabilities; early childhood; curriculum; IEPs; language

Abstract: Based on a field-tested program, this book presents a model for integrating children with mild to moderate disabilities into the regular preschool classroom. The system of instruction is developmentally sequenced for preschool-aged children and provides intervention for young children with disabilities.

The resource includes information in the following areas:

- A philosophy of inclusion based on theory and practice
- How to set up a classroom environment to reflect needs of all students
- C.H.I.L.D., the whole-child-based curriculum
- Daily routines that interweave skills and themes
- A reproducible lesson plan format
- IEP development linked to instructional planning and record keeping
- Natural facilitation techniques for language and interpersonal development
- A system for monitoring progress

Source: Communication Skill Builders
3830 East Bellevue
P. O. Box 42050-CS4
Tucson, AZ 85733
(602) 323-7500

Cost: $49.00 (Order #7884-CS4)

Catlett, S. M., & Osher, T. W. (1994). What is inclusion, anyway? An analysis of organizational position statements. Washington, DC: Project Forum at National Association of State Directors of Special Education.

Descriptors: policies; philosophy

Abstract: This document analyzes inclusion policies developed by 18 national organizations. While no two organizations have defined inclusion exactly alike, all have taken a position on the issue with various recommendations for definitions, implementation, and standards. Questions asked of the organizations included: A) Does the organization's statement define inclusion? How? B) Does the organization's statement include its goal of inclusion (i. e., physical placement with nondisabled peers, employment, community success, etc.)? What is it? C) Does the organization's statement see a need for a "continuum of placements"? If yes, what is the basis/criterion for removing a student from the mainstream? D) Does the organization's statement mention requirements regarding the qualifications for any or all personnel? Training for any or all personnel? E) Does the organization's statement take other involved persons/areas (i. e., parents, community agencies, local community settings, other in-school programs) into consideration? How? F) Does the organization's statement intend for its position on inclusion to apply to ALL students with disabilities? If not, what is the basis for making the distinction between those to whom it applies and those who are to be exempt? The document includes a copy of the inclusion survey, an analysis of findings, and a matrix illustrating responses.

Source: National Association of State Directors of Special Education
1800 Diagonal Road, Suite 320
King Street Station 1
Alexandria, VA 2231
(703) 519-3808

Cost: $4.00 plus $1.21 shipping and handling

Colley, K., Stallings, M. A., & VanDyke, R. (1994, March). Educating Shanker. *TASH Newsletter,* 29(3), 6 - 7.

Descriptors: position; philosophy

Abstract: The authors of this article--educators who were featured in the documentary "Educating Peter"--respond to the accusation made by Al Shanker, President of the American Federation of Teachers, that inclusion will be disastrous for children with disabilities and their classmates. Refuting Shanker's idea that the type of education provided to Peter was expensive and rare, the authors write: "We believe that our program is not unique, not expensive, nor extremely difficult to do." Issues raised by Shanker, such as language instruction, costs, discipline, staff training, and elimination of special services are individually addressed by the authors with inclusion consistently portrayed in a positive way. "Exciting classroom settings where all children learn together with their collective strengths and weaknesses are a must for all schools," they write. "ALL children deserve this opportunity and we believe when segregation is eliminated, ALL students will benefit."

Council for Children with Behavioral Disorders. (1994). CCBD position on inclusion. St. Petersburg, FL: Author.

Descriptors: position; philosophy; behavior disorders; serious emotional disturbance

Abstract: This statement of the Council for Children with Behavioral Disorders states that while the successful integration into the regular classroom represents a "reasonable expectation" for some students with behavioral disorders, it is important to maintain a range of service delivery options that have been shown to benefit students with emotional/behavior disorders. CCBD maintains that some alternative arrangements are required for those students who are so disruptive or otherwise demanding of the finite amount of time, energy, and resources of general educators that the instructional needs of non-disabled students are significantly impaired.

Source: Council for Children with Behavioral Disorders
Eleanor Guetzloe
University of South Florida at St. Petersburg, Davis 212
140 7th Ave., South
St. Petersburg, FL 33701
(813) 893-9155.

Davis, S. (1994). 1994 Update on inclusion in education of children with mental retardation. Arlington, TX: The Arc of the United States.

Descriptors: position; placement; mental retardation

Abstract: This sequel to the 1992 Arc Report Card to the Nation on Inclusion of Students with Mental Retardation reviews placement of children with disabilities and ranks states in the following areas 1) the percentage of students with mental retardation served in regular classes; 2) the percentage of students with mental retardation served in resource rooms; 3) the percentage of students with mental retardation served in separate classes; 4) the percentage of students with mental retardation served in separate schools; and 5) a weighted composite ranking of inclusion scores based upon placement. Vermont had the highest inclusion score of any state for the 1990 - 1991 school year, with 66 percent of students with mental retardation receiving educational services in regular classrooms. Vermont was followed by Wyoming, Idaho, Montana, and Minnesota. The lowest scores were given to New Jersey, New York, the District of Columbia, Illinois, Maryland, and Florida.

The document states that while the data indicate that "slow progress" is being made, the Arc calls on the federal government, state governments, advocacy organizations, and leaders of the nation's schools to continue efforts to achieve the inclusion of children with mental retardation throughout the country by the year 2000.

Source: The Arc of the United States
500 E. Border St., Suite 300
Arlington, TX 76010
(817) 261-6003 (voice)
(817) 277-0553 TDD

Cost: free

Heumann, J. (1994, Summer). Heumann speaks out on inclusion. *OSERS News Update,* pp. 1 - 2.

Descriptors: position; placement; physical disabilities

Abstract: In this statement, OSERS Director Judy Heumann calls for the inclusion of more students with disabilities in regular classrooms, especially those with physical disabilities Although she concedes that there may be some children who would not be appropriately served full time in the regular classroom, she argues that "the regular classroom, with the necessary supports in place, is where most disabled students should be. When 50 percent of physically disabled students are still receiving their education in some type of separate setting, there is a problem," she writes. Heumann calls for inclusion of students with disabilities in their neighborhood schools to become "part of the broader educational reform in this nation." Her comments end with tips on how to make inclusion work and what inclusion is not.

Inclusive Education Recommendations Committee. (January, 1993). Findings and recommendations: Final report of the Inclusive Education Recommendations Committee. Lansing, MI: Michigan State Board of Education.

Descriptors: teacher preparation; collective bargaining; finance; staff development

Abstract: This report includes findings and recommendations of the Inclusive Education Recommendations Committee in four areas considered critical to the state's implementation of inclusive education: 1) research and model programs; 2) rules, collective bargaining, policy and finance; 3) teacher preparation and staff development; and 4) school improvement and full continuum of programs and services. The report identifies 26 barriers to inclusive education, followed by 85 recommendations that Committee members felt would remove the barriers and facilitate the implementation of inclusive education in Michigan's schools.

Source: Michigan State Board of Education
Department of Education
P O Box 30008
Lansing, MI 48909

Cost: free

Kind, J. F. (1994, August). Does inclusion shortchange deaf children? ***Inclusive Education Programs,*** **1(8), 6 - 7.**

Descriptors: hearing impairment; deafness

Source: The author explores issues surrounding the choice of the best environment for educating deaf students, given the unique needs of students with hearing impairments. Included are nine specific suggestions to be considered by educators before attempting to provide inclusive educational programming for students who are deaf.

New York State United Teachers. (1993). NYSUT policy on inclusion. New York: Author.

Descriptors: policies; placement; disabilities; least restrictive environment

Abstract: This policy statement supports the concept of least restrictive environment and the continuum of alternative placements to meet the individual needs of students with disabilities. NYSUT agrees that additional services should be provided to support students with disabilities placed in regular education classrooms, "but not at the cost of dismantling the continuum of alternative placements." The organization maintains that the educational needs of regular education students must be considered in the operation of inclusion programs, and inclusion should not be allowed to "work to the detriment of the general education student." Therefore, placement decisions should be based not only on the educational benefit to the disabled student but also on the judgment that the placement will not adversely affect the education of the regular education students in the classroom. NYSUT states that it does not support the use of regular education classrooms as the only placement for students with disabilities; nor does it support the placement of students with disabilities in the regular education classroom if that placement is based on cost-saving considerations.

Source: New York State United Teachers
159 Wolf Road
Albany, NY 12212-5008
(518) 459-5400

Cost: free

Smelter, R.W., Rasch, B.W., & Yudewitz, G.J. (1995). The times, they are a-changin'. *Phi Delta Kappan*, 76(6), 484-485.

Descriptors: positions

Abstract: This article is a response to Yatvin (published in the same issue of the Kappan) who reacted to an earlier work by these authors (in the Kappan, September, 1994). Here, the authors place their emphasis on the need for individualization for special education students — decision making on a case-by-case basis. Their objections to inclusion, they state, stem only from the fear that it will be seen as the only option for students with disabilities, not from a belief that it can never work.

Smelter, R. W., Rasch, B.W., & Yudewitz, G. J. (1994). Thinking of inclusion for all special needs students? Better think again. ***Phi Delta Kappan*****, 76(1), 35-38.**

Descriptors: positions; philosophy

Abstract: Arguing that "...to consider oneself an 'inclusionist' is to place a philosophy before the needs of children" (p. 38), these authors believe that the "least restrictive environment" requirement of the IDEA precludes inclusionist approaches. The LRE requirement obligates educators to "...place children...in regular classrooms whenever appropriate for their educational growth..." but "if a child's needs can be better served in a pull-out program, then educators have the legal responsibility to place the child elsewhere" (p. 36). This contrasts with proponents of inclusion who, the authors believe, would "...tend to reject the pull-out programs typical of special education for the past three decades" (p. 36).

They present and challenge three arguments they feel are commonly used to support the idea of inclusion: 1) all children learn best in the regular education classroom; 2) the goal of social equity that is met by keeping children mixed with their peers is of greater importance than how much children learn; and 3) pull-out programs are a violation of the civil rights of children with special needs because they segregate them from their peers. Projecting irresolvable problems with hypothetical cases, the authors conclude that the inclusion movement is actually a step backward and is being embraced because it is "easier" than the alternative.

Yatvin, J. (1995). Flawed assumptions. *Phi Delta Kappan*, 76(6), 482-484.

Descriptors: positions

Abstract: This writer takes issue with an earlier article by Smelter et al., in which the authors' objections to inclusive practices were predicated upon hypothetical situations. Yatvin, in contrast, uses her own experiences in inclusive settings to support a counter position and to call into question several of their assumptions. She finds fault with the assumption that regular classrooms operate on a "large-group, lock-step, one-size-fits-all model of instruction," suggesting instead that diversity is more and more the norm. Other assumptions she finds faulty include: resource room students receive more intense instruction than students in regular classrooms; students included in regular classrooms will receive their instruction from aides; and, students who are unhappy about being sent out of class to pull-out resource room programs will be able to be taught in a quality manner.

All children belong. (1994, July). ***Exceptional Parent,*** **pp. 43 - 46.**

Descriptors: inclusion; disabilities; parents

Abstract: This article describes the ACB (All Children Belong) project, funded through September of 1996, which works to promote inclusion. Using a trainer-of-trainers model, the ACB staff trains trainers from participating Parent Training and Information Centers operating in 42 states. These PTI trainers train and support parents in the benefits of inclusion in school and community life. Project materials and activities are described.

Act 230 in Vermont: What's happening: Students, classrooms, schools. (1995). Montpelier, VT: Vermont Department of Education.

Descriptors: inclusion; legislation; funding; research

Abstract: This report seeks to analyze the effects of Act 230, passed in 1990 which made changes in the funding structure and required schools to develop a comprehensive system of educational services. The report synthesizes data collected through quantitative studies, surveys of special education administrators, and case studies of exemplary schools. The study's results are organized into five major categories: findings related to the success of individual students; recent changes in classrooms; reent changes in schools and school-wide support systems; factors which promote or inhibit successful implementation of the act; and challenges ahead. Chapters seek to answer: What's Happened to Students? What's Happened to Classrooms? What's Happened to Schools as a Whole? and What's Ahead: Challenges and Future Directions.

Source: Vermont Department of Education
120 State Street
Montpelier, VT 05602
802-828-3121

Cost: free

Baines, L., Baines, C., & Masterson, C. (1994). Mainstreaming: One school's reality. ***Phi Delta Kappan*****, 76(1), 39-40, 57-64.**

Descriptors: surveys; case studies

Abstract: This article describes the tribulations of one school's first year of implementing inclusion. In addition to providing an in-depth description of one teacher's experiences during that first year, the authors report on the results of a survey given to all the teachers. About half of the teachers responded. (We are not told the total number of teachers in the school—only that 15 positions were cut before school started that year.) The responses were overwhelmingly negative, but not "...vindictive or overreactive. In almost one-third of the surveys, teachers reported favorable progress with some special education students when classes were small and there were only one or two "nonviolent" special education students per class." In addition to creating an untenable situation for the teachers, the authors suggest, the type of mainstreaming practiced in this school also had devastating effects on the students who were not classified as having special needs. (See Raison, Hanson, Hall & Reynolds for another point of view.)

Bradley, D., & West, J. F. (1994). Staff training for the inclusion of students with disabilities: Visions from school-based educators. *Teacher Education and Special Education,* **17(2), 117-28.**

Descriptors: staff development; staff training

Abstract: The purpose of the study was to assess staff training needs by eliciting the views of educators who are actually responsible for educating students with disabilities in inclusive settings. Transcripts of focus group interviews with 32 educators in five elementary schools identified eight categories of training needs. The information was used to create a 10-unit training framework.

Capper, C. A., & Pickett, R. S. (1994, Spring). The relationship between school structure and culture and student views on diversity and inclusive education. ***Special Education Leadership Review,*** **2(1), 102 - 122.**

Descriptors: cultural diversity; survey; middle schools; attitudes; research; qualitative; peers; exclusion; administrators

Abstract: This article presents the results of a qualitative study which sought to discover how students at two middle schools view diversity and inclusive education and how those attitudes may be linked to the organizational structure of the cultures within each school. Although results of the study do not allow for the isolation of all variables which contribute to student attitudes, the findings lend themselves to the development of the following five hypotheses:

1) Exposure to inclusive practices at the elementary level of education develops a culture of belonging that extends to the secondary level of education;

2) A "culture of exclusion" may result from factors emanating from the home and community;

3) Certain structural elements with a school greatly impact on how students conceptualize diversity;

4) A culture that supports inclusion may result from structures that support inclusion; and

5) Exclusionary practices within a school impact negatively on how students characterize peers with disabilities; inclusionary practices within a school impact positively on how students characterize peers with disabilities.

The results of this study, as well as others cited by the authors, suggest that practices that limit or expand the opportunity for students to interact with peers with disabilities "can have a profound impact on the perceptions and subsequent behavior of students." Implications of the study's findings for administrator practice and preparation are discussed.

Evans, I. M., Salisbury, C., Palombaro, M., & Goldberg, J. S. (1994). Children's perception of fairness in classroom and interpersonal situations involving peers with severe disabilities. ***The Journal of the Association for Persons With Severe Handicaps,*** **19(4), 326-332.**

Descriptors: socialization; peer relationships; severe disabilities; research

Abstract: Elementary-aged children (kindergarten, first grade, and second grade), attending classrooms that fully included peers with severe disabilities, judged a series of scenarios comprising common teacher-related and social situations. The scenarios contained different degrees of ambiguity regarding equitable treatment of the protagonists; some stories involved only typical children, and some involved children with disabilities. Participants were asked to judge the fairness of the outcome, why it was fair or unfair, how the characters might feel, and what could have been done to make the situation more fair. In general the children were very sophisticated in their judgments, using consistent principles of social justice, regardless of disability. Few age-related differences emerged, although there was a slight tendency for older children to make excuses for children with disabilities. Even young students demonstrated appropriate empathy for the feelings arising from being left out or being wrongly blamed. Suggested solutions tended to be short-term but based largely on equality of opportunity, and at least some of the children were able to recommend equitable policy changes in classroom and social practices.

Ferguson, D.L., Meyer, G., Jeanchild, L., Juniper, L., & Zingo, J. (1992). Figuring out what to do with the grownups: How teachers make inclusion "work" for students with disabilties. ***Journal for the Association of Persons with Severe Handicaps*****, 17(4), 218-226.**

Descriptors: disabilities; elementary; middle school; secondary; curriculum; teachers; research; outcomes; collaboration

Abstract: Based on research conducted in eight elementary, three middle, and six high schools, this article describes three inclusion outcomes for both disabled and non-disabled students (curriculum infusion, social inclusion, and learning inclusion). Using an extended example of one high school drama class, the authors describe how the drama teacher and special education teacher provided teaching support, prosthetic support, and interpretive support to one disabled student by developing both collaborative and consultative relationships with each other.

Fishbaugh, M. S., & Gum, P. (1994). Inclusive education in Billings, MT: A prototype for rural schools. (ERIC Reproduction Service No. ED 369 636)

Descriptors: rural; elementary; collaboration; teachers; attitudes; regular education; special education

Abstract: During the 1992-93 school year, Billings School District #2 implemented full inclusion of students with disabilities at Garfield Elementary. All students were placed in regular classrooms, and special education teachers began collaborating with regular educators in the regular settings. Other interested schools in the district implemented inclusion on a more limited basis. Achievement test data demonstrated consistent academic gains made by regular education students. Students progressed toward IEP goals in all but one or two cases, and phenomenal 2- to 3-year gains were realized by several. Overall teacher attitudes tended to be neutral or slightly negative, while attitudes of teachers involved in inclusion were positive.

Billings inclusion efforts are useful to rural administrators seeking guidelines for inclusion and to regular and special teachers seeking strategies for collaboration and instruction.

Grenot-Scheyer, M. (1994). The nature of interactions between students with severe disabilities and their friends and acquaintances without disabilities. ***The Journal of the Association for Persons With Severe Handicaps,*** **19(4), 253-262.**

Descriptors: research; friendships; severe disabilities; peer relationships

Abstract: This study was conducted with 31 elementary-aged students: 11 of them were identified as "nondisabled peers," 11 of them were students with disabilities who were identified as "friends of a nondisabled peer," and 11 students with disabilities who were considered to be an "acquaintance" of a nondisabled peers. Students were observed during play sessions via videotape, teachers completed questionnaires on the students with severe disabilities (The Assessment of Social Competence and The Functional Motor Inventory), and developmental scales were administered to the children with severe disabilities to assess general developmental and language abilities.

The purpose of the study was to examine interactions of children with severe disabilities to determine whether interactions with "friends" differed from interactions with "acquaintances," whether characteristics of the students with severe disabilities influenced the frequency of positive interactions, and whether interactions resembled "typical" children's friendships.

No significant differences were found between the friend and acquaintance group in terms of characteristics. Interactions were found to be more frequent for friends than for acquaintances and to increase for friends from the first to the second play session, while acquaintances' decreased. The finding that "...developmental level did not differentiate the friendship versus acquaintance groups is important for teachers to be aware of..." is important as an argument for children of lower developmental levels benefiting from inclusion with their age peers.

Helmstetter, E., Peck, C. A., & Giangreco, M. F. (1994). Outcomes of interactions with peers with moderate or severe disabilities: A statewide survey of high school students. ***The Journal of the Association for Persons With Severe Handicaps,*** **19(4), 263-276.**

Descriptors: secondary; peer relationships; severe disabilities

Abstract: Examining how social interactions between students without disabilities and students with disabilities affect those without disabilities, these researchers developed a survey for high schoolers to indicate their agreement or disagreement with a variety of positive and negative outcome statements. The survey items were drawn from descriptive research on relationships between students without disabilities and peers with disabilities. Respondents were 116 students without disabilities from 45 high schools in the state of Washington. The sample was representative of the state, including both urban and rural schools.

Factor analysis "indicated seven types of perceived positive outcomes of integration experiences; (a) increased responsiveness to the needs of other people, (b) valuing relationships with people who have disabilities, (c) personal development, (d) increased tolerance of other people, (e) development of personal values, (f) increased appreciation of human diversity, and (g) positive changes in personal status with peers" (p. 273). This study supports and adds to the growing body of research "suggesting that students without disabilities may benefit from integration experiences with students who have significant disabilities" (p. 275).

Hollowood, T. M., Salisbury, C. L., Rainforth, B., & Palombaro, M. M. (1995). Use of instructional time in classrooms serving students with and without severe disabilities. ***Exceptional Children,*** **61(3), 242-252.**

Descriptors: instructional time; severe disabilities; integrated service delivery; research

Abstract: Noting a lack of data on engaged learning time for students with severe disabilities in integrated classroom settings, the authors attempted to fill a crucial gap in the literature in order to begin to clarify the types of instruction that are most beneficial in inclusive settings. In this study, engagement ratios of students enrolled in classrooms with peers with severe disabilities were compared to those of classrooms without students with severe disabilities. The ratios were developed by measuring time engaged, time allocated to instruction, and time actually used for instruction. Three groups of students were studied: six students with severe disabilities; six students without disabilities who were in class with and matched to each of the first six; and a randomly selected group of six students whose classrooms did not contain any students with identified disabilities.

Time available for instruction was calculated based on an analysis of teacher plan books and was converted to a percentage of the total time available. Used time was converted to be a percentage of the time allocated for instruction; engaged time was converted to be a percentage of the used time. Two observational data collection systems were used to calculate used and engaged time.

The major findings of this study were: 1) time allocated to instruction was not only equitable for the students without disabilities in both groups, but also fell within the upper range of that reported in previous studies; 2) the quantity of time actually used for intruction was unaffected by the presence of students with severe disabilities; 3) the level of engaged time was not affected by the presence of students with severe disabilities; and 4) losses of instructional time were unrelated to the presence of students with severe disabilities.

The authors caution that several factors limit the generalizability of these findings, however, the information does provided a basis to counter claims that inclusion will negatively affect the quality of the instructional climate for students without disabilities.

Hunt, P., Farron-Davis, F., Beckstead, S., Curtis, D., & Goetz, L. (1994). Evaluating the effects of placement of students with severe disabilities in general education versus special classes. ***The Journal of the Association of Persons with Severe Handicaps, 19*****(3), 200 - 214.**

Descriptors: mild disabilities; severe disabilities; placement; research; socialization; IEPs

Abstract: This articles discusses the results of a program evaluation study to investigate the effects placing students with severe disabilities in general education versus special education classes in California. Sixteen elementary students, eight receiving educational services in regular classrooms and eight in special education classes, participated in the study. Two students were selected from each program, one experiencing "more disability" and the other student experiencing "less disability." Among the findings of the study were the following:

- IEP objectives written for the students with less disability included in regular classrooms included significantly more instruction of basic skills than those written for students placed in special education classrooms;
- IEP objectives written for the students with less disability included in regular classrooms included less recreation/leisure activities and more academic activities;
- Students with less disability included in regular classrooms were less often alone and more often with others than their peers in special education classrooms;
- Students included in general education classrooms spent more time in integrated activities in their classrooms, school, and community;
- There were no significant differences between the students placed in regular or special education classrooms on any measure of affective demeanor; and

- Students included in regular classrooms initiated more social interactions than those in special education classrooms.

Results of the study, the authors write, "suggest that there are important differences in the quality and curricular content of written educational programs for children with disabilities who are full-time members of general education classrooms; and there are significant differences in their levels of engagement in the activities of the school day, the type of activities in which they are engaged, the type and level of participation in integrated school environments, and the degree to which they initiate and engage in social interactions with peers and adults." The results serve as a preliminary investigation of the effects of inclusion; additional research is needed to validate observed outcomes of this particular study.

Hunt, P., Staub, D., Alwell, M., & Goetz, L. (1994). Achievement by all students within the context of cooperative learning groups. ***The Journal of the Association for Persons With Severe Handicaps*****, 19(4), 290-301.**

Descriptors: cooperative learning; severe disabilities; research

Abstract: In an effort to better document the educational experiences of students with and without disabilities in inclusive classrooms, these researchers investigated "...the extent to which three second graders with multiple severe disabilities who were full-time members of three different elementary school classrooms could acquire basic communication and motor objectives..." while working in cooperative groups where students without disabilities were acquiring math skills (p 291). The other members of the three cooperative learning groups were provided with gradually fading assistance from the instructor in giving cues, prompts, and consequences to promote the learning of the member with disabilities. Members of randomly selected cooperative groups that did not contain students with disabilities were used as controls to assess the academic progress of the students in the target groups.

Three major outcomes are reported: 1) in the final days of the study, each of the students with severe disabilities was producing independently the targeted communication and motor responses during math activities in the context cooperative learning groups; 2) the members without disabilities in cooperative learning groups consistently and accurately provided cues, prompts, and consequences to facilitate learning by the member with disabilities with minimal or no reminders during the final weeks of the study; and 3) these facilitative interactions by the group members without disabilities did not negatively impact their level of achievement of the academic objectives identified for the math unit as measured by teacher made tests. The findings that children as young as 2nd grade can successfully serve as natural supports for skill development for students with disabilities and that they can make comparable gains in their own skills development to those members of the control group have important implications for inclusion.

Janney, R. E., Snell, M.E., Beers, M. K., & Raynes, M. (1995). Integrating students with moderate and severe disabilities into general education classes. ***Exceptional Children*****, 61(5), 425-439.**

Descriptors: moderate disabilities; severe disabilities; research; teachers; administrators; regular education; special education

Abstract: This article reports results of interviews conducted with 53 general and special education teachers and administrators in ten Virginia schools where students with moderate and severe disabilities had been recently integrated into general education schools and classrooms. Analysis of these interviews results in pieces of advice for district administrators, advice for principals, advice for special education teachers, and advice for general education teachers synthesized by the authors.

The authors also discuss three implications for addressing initial resistance to integration and/or sustaining change: a) leadership in setting goals and providing the resources to achieve them; b) gradual or incremental introduction of change; and c) participatory planning and decision making.

Kishi, G. S., & Meyer, L. H. (1994). What children report and remember: A six-year follow-up of the effects of social contact between peers with and without severe disabilities. ***The Journal of the Association for Persons With Severe Handicaps*****, 19(4), 277-289.**

Descriptors: friendships; self-esteem; peer relationships; research

Abstract: This study followed up on data that were collected in 1981-82 on participants in a "Special Friends" social interaction program in Hawaii. The authors were interested to see what longer-term effects such a program would have on the participants' attitudes, self-esteem, social competence, and social relationships. Two other groups of students (an "exposure" group of students who were enrolled in the same school but did not participate in the Special Friends program; and the "control" group of students who were age cohorts of the other two groups, but were enrolled in schools that did not include programs or classes for any students with severe disabilities on their campuses) were studied as well to provide contrasting experiences. The "Special Friends" program was intended to promote friendships rather than helping or tutoring relationships. Students who participated in the program attended schools in which students with disabilities received their educational programming in separate, special education classrooms; there were not inclusive classrooms.

Data were collected from an attitude inventory, a self-concept scale, and personal interviews. Because the methods and findings were complex, the authors discussed their findings in the context of several key questions, each of which will be summarized briefly here.

1) What are the effects of gender and different levels of contact with peers with disabilities on the attitudes of students without disabilities toward persons with disabilities? Girls were more accepting and positive about students with disabilities than boys; contact and exposure group students were more positive and accepting than the control group students and report more contact with students with severe disabilities 6 years later.

2) What is the impact of gender and level of contact on the self-concepts of high school students? "Contact was associated with higher levels of self-acceptance, self-security, and self-assertion..." and boys reported a higher level of self-security than girls.

3) What do peers without disabilities who participated as Special Friends remember about their contact experiences? How do their relationships with typical friends differ from their relationships with friends who have severe disabilities? Most memories were positive, but some negative memories were reported by Special Friends participants. Also, students mentioned "helping" more frequently when remembering their Special Friends experience than when reporting about friendships with other students without disabilities.

4) Have these relationships maintained? How do they compare to the maintenance of relationships with their typical peers and friends? While most elementary school friendships changed and shifted when students moved to middle school and high school, the contact between Special Friends almost completely ceased. This is, in part, due to an administrative decision that placed programs for students with severe disabilities on high school campuses other than those attended by their typical peers from the same elementary schools and neighborhoods.

Some implications for inclusion drawn by the authors include the suggestion that "...many of our existing models to promote peer relationships are instead reinforcing traditional notions of charity, volunteerism, and even early identification of future professionals in the human services..." (p. 287). There is a need to identify models that promote reciprocal relationships between students, "...relationships that are egalitarian, mutually beneficial, and socially normalized—resembling friendships and not caregiving" (p. 288).

MacKinnon, J. D., & Brown, M. E. (1994). Inclusion in secondary schools: An analysis of school structure based on teachers' images of change. ***Educational Administration Quarterly, 30*****(2), 126 - 152.**

Descriptors: secondary; teachers; junior high; rural; urban; research

Abstract: This study describes how two junior high and secondary schools, one rural and one urban, in Nova Scotia, Canada have attempted to accommodate students with widely diverse needs in regular classrooms. The focus of the study was on the ways teachers have adapted to structural changes that have taken place in the school. Primarily through analysis of teacher interviews, researchers conclude that "teachers and administrators must challenge the way in which professional practice has been traditionally defined and carried out" and confront barriers to inclusive educational practices. A second implication of the study is the acknowledgment that teaching widely diverse groups of students is shared work and necessitates the structural configuration of the school to change in order to "accommodate the common time for the necessary planning, problem solving, and creating new knowledge that is essential for successful inclusive educational practice."

Passaro, P., Guskey, T., & Zahn, G. (1994). Using mastery learning to facilitate the full inclusion of students with the most intense educational needs within rural schools. ***Rural Special Education Quarterly,*** **13(3), 31-39.**

Descriptors: mastery learning; curriculum adaptations; severe disabilities; rural; cooperative learning

Abstract: This paper argues that mastery learning, a teaching model that incorporates formative evaluation, feedback and correction, as well as enrichment activities for those who reach mastery, can be an effective tool for managing the inclusion of students with severe disabilities in the regular classroom. A case study of one student with severe disabilities is reported to substantiate the claims for this approach.

The authors suggest certain modifications that need to be made to the mastery learning process and recommend use of team teaching, peer tutoring, and cooperative learning as strategies to assist with such modifications.

Putnam, J.W., Spiegel, A.N., & Bruininks, R.H. (1995). Future directions in education and inclusion of students with disabilities: A Delphi investigation. ***Exceptional Children*****, 61(6), 553-576.**

Descriptors: Delphi technique; future trends; forecasting

Abstract: This article reports on a survey of 37 educators regarding future directions in the education of students with disabilities. The survey used the Delphi technique. For the decade of the 1990s and after the year 2000, respondents' predictions included the following: the movement toward increasing inclusion will occur; the belief will prevail that people with disabilities have a right to participate in inclusive environments; students with mild disabilities will be educated in general classrooms; teachers will increase their use of instructional approaches such as cooperative learing and instructional technology; and researchers will focus on matching instructional needs with learner characteristics.

Sharpe, M. N., York, J. L., & Knight, J. (1994). Effects of inclusion on the academic performance of classmates without disabilities. ***Remedial and Special Education, 15*****(5), 281 - 287.**

Descriptors: disabilities; behavior; academic performance; research

Abstract: This article reports the results of a study conducted to determine the effect of the inclusion of students with disabilities on the academic performance and behavior of their regular education peers. The study was conducted in an elementary school of 640 students in rural Minnesota. The school has five students with varied disabilities included in regular education classes who were formerly placed in self-contained special education classes. Standardized test and report card measures used to determine impact revealed no significant negative academic or behavioral effects on classmates who are educated in classes with students with disabilities.

Staub, D., Schwartz, I. S., Gallucci, C., & Peck, C. (1994). Four portraits of friendship at an inclusive school. *The Journal of the Association for Persons With Severe Handicaps*, 19(4), 314-325.

Descriptors: friendships; severe disabilities; socialization; peers; research

Abstract: Exploring the nature and importance of friendships for school children, this study paints a qualitative portrait of four friendships between students without disabilities and students with moderate and severe disabilities. In an effort to begin developing a body of knowledge about such friendships, the authors employed a case study method to "...describe and analyze the unique relationships between each of four pairs of students attending a fully inclusive elementary school" (p. 315). They used observations, interviews and videotaping to collect data on four students without disabilities who were nominated by their teachers because of their connection to a peer with disabilities.

The four cases presented in this paper read as compelling stories on their own — enough information is given about both students to develop interest and empathy. In addition, the researchers discuss the similarities and differences across both the four friendships as well as across the classroom ecologies within which the friendships developed. "One of the most striking similarities" pointed out by the authors "is that all four friendships developed outside of a tutorial or instructional context, yet in three of the four relationships, once the friendship was established the students without disabilities began to take on more of a caretaking role" (p. 323).

The authors are careful to point out that the findings of this study may not necessarily be generalizable to other situations, but they do provide a beginning examination of the complexity of such relationships. They also raise unanswered questions that still need study. The authors conclude by asking the question, "Are these real friendships?" Using the criteria for friendship provided by Bellah et al. (1985): "Friends must enjoy one another's company, they must be useful to one another, and they must share a common commitment to the good," the authors determined that the four friendships described in this paper meet those criteria.

Strain, P. S., & Guralnick, M. J. (1994). Longitudinal study of preschool integration: Major findings. Pittsburgh, PA: Early Learning Institute

Descriptors: preschool; early childhood; research; attitudes; socialization; placement; finance; parents; teachers; students; mild disabilities; moderate disabilities

Abstract: This document reports the results of a preschool integration project involving 400 children and their families in 250 preschool and elementary classrooms. The researchers studied children's intellectual and social development and attitudes toward one another; parents' judgment of satisfaction and attitudes toward inclusion; teachers' judgment of child competence and their attitudes toward inclusion; administrators' attitudes toward inclusion; and long-term placement and cost data.

Findings of the study include:

- Children with mild to moderate developmental delay make better social progress in integrated settings.
- Children with mild to moderate developmental delay make equal developmental progress in all other performance domains, regardless of placement.
- For children with these special needs, once in non-integrated settings, their placement remains the same as they progress through school.
- For children with these special needs, integrated preschool leads to integrated K-3 grade for almost all students; and almost 70 percent are not identified as special education eligible in elementary school.
- At the quality extremes the better integrated programs yield better outcomes than the better segregated ones.
- Placement cost savings for the preschool integrated group totals approximately $26,000 per child through grade three.
- No differential child outcomes occur for typical children who do or do not have educational experiences with children with special needs.
- Families of "integrated" children are more positive about schooling and supportive of inclusion in general.
- Teachers and administrators from integrated programs are more positive toward general inclusionary practices in schools.

The authors draw conclusions from their findings that support an integrated preschool service delivery approach.

Source: Early Learning Institute
Research, Training and Evaluation Division
2500 Baldwick Rd., Suite 15
Pittsburgh, PA 15205
(412) 937-3093

Cost: free

Vaughn, S. (1994). Teachers' views on inclusion: "I'd rather pump gas." (ERIC Reproduction Service No. ED 370 928)

Descriptors: philosophy; teachers; research; surveys; preparation; communication; cooperative learning; attitudes

Abstract: The issue of inclusion has been at the forefront of attention in education, and has been widely discussed and debated. Since teachers will be the primary service deliverers of whatever inclusion practices are adopted, this study was conducted in an attempt better to understand teachers' understanding and perceptions of inclusion. Focus group interviews were used to solicit teachers' views. Subgroups of teachers who were targeted include special education teachers (N=25); general education teachers (N=25); Chapter I teachers (N=8); and teachers of the gifted (N=15). Interview results revealed passionate responses from teachers, the majority of whom had strong, negative feelings. Teachers felt that decision-makers were out of touch with classroom realities. They identified factors that would affect the success of inclusion such as class size, inadequate resources, the extent to which all students would benefit, and lack of adequate teacher preparation. Two topics were identified as necessary if inclusion were to be successful– communication among teachers and use of cooperative learning grouping. Informants' responses formed the basis for guidelines to implement school-based inclusion models.

York, J., & Tundidor, M. (1995). **Issues raised in the name of inclusion: Perspectives of educators, parents, and students.** ***The Journal of The Association for Persons with Severe Handicaps*****, 20(1), 31-44.**

Descriptors: research; systems change

Abstract: This article summarizes the findings of a study conducted to develop a district-wide profile of the issues raised when considering systems change to more inclusive educational practices for students identified as special education eligible. The findings represent the thoughts of 335 general and special educators, administrators, support staff, parents, and students from a midwestern urban community who participated in 45 focus group discussions. A variety of themes emerged from these discussions on the history of inclusion, good ideas, perceived facilitators, perceived barriers, and priorities for change. The authors discuss implications for future research, practice, and policy based upon the findings of this study.

Rose Hill Elementary School. (1995). Commerce City, CO: Rose Hill Elementary School.

Descriptors: philosophy; elementary; discipline; mission; vision; IEPs; modifications; forms; behavior disorders; serious emotional disturbance; parents; conflict mediation; planning; teams

Abstract: This introduction to Rose Hill Elementary School expresses an inclusionary philosophy and describes the organization of the school which supports inclusion of all students in the regular classroom. An Individual Integration Plan for each student eligible for special education services includes a student profile, modifications needed by the student, and other services. The Roles and Responsibilities Form delineates responsibilities relating to the education of the student and which staff member is responsible for each. Diagrams of a successful school community and asuccessful program for students with severe behavioral and emotional challenges are included. The document also explains behavior standards developed by the school.

Source: Rose Hill Elementary School
6900 East 58th Ave.
Commerce City, CO 80022
303-287-0163

Cost: free

Bradley, D., & West, J. F. (1994). Staff training for the inclusion of students with disabilities: Visions from school-based educators. ***Teacher Education and Special Education,*** **17(2), 117-28.**

Descriptors: staff development; staff training

Abstract: The purpose of the study was to assess staff training needs by eliciting the views of educators who are actually responsible for educating students with disabilities in inclusive settings. Transcripts of focus group interviews with 32 educators in five elementary schools identified eight categories of training needs. The information was used to create a 10-unit training framework.

Facilitator guides to inclusive education. (1994). Detroit, MI: Inclusive Communities Press.

Descriptors: staff training; systems change; planning; socialization

Abstract: This series is designed to prepare inclusive education specialists in local and intermediate school districts to provide and coordinate planning, training, and support for the inclusion of students with diverse needs in regular education classrooms. The series consists of the following five guides:

- Systems Change that Supports All Students
- Components of Inclusive Education
- The Planning Process for Inclusive Education
- Instructional Accommodation in Inclusive Education
- Social Inclusion

Each guide includes flowcharts, activities, transparency and handout masters, forms, and a "tool box" of resource information.

Source: Inclusive Communities Press
Developmental Disabilities Institute
Wayne State University
6001 Cass Ave., Suite 326
Detroit, MI 48202
(313) 577-2654

Cost: $125 per set

Meyer, L. H. (1994). Integrated therapy training module. Syracuse, NY: New York State Partnership for State-Wide Systems Change Project.

Descriptors: training; teachers; severe disabilities

Abstract: This module of training materials is designed to support a two-hour inservice training session on meeting the needs of students with severe disabilities in the regular classroom. Overhead masters for presentations, small group activity worksheets, and two handouts are included in the package.

Source: ATTN: Special Projects/Consortium
Huntington Hall
150 Marshall Street
Syracuse University
Syracuse, NY 13244-2340

Cost: $4.00

Preparing teachers for inclusion. (1994, June). ***Inclusive Education Programs,*** ***1*****(6), 4 - 5.**

Descriptors: teachers; staff training; preparation; training; elementary; secondary

Abstract: This article reports the results of a study to identify competencies, skills, and knowledge needed by elementary and secondary teachers to work with students in inclusive educational settings. A focus group developed a list of 11 areas students learning to become teachers must be familiar with in order to teach in inclusive classrooms. These recommendations are discussed in the article.

Agnew, J. C., Van Cleaf, D., Camblin, A., & Shaffer, M. (1994). Successful scheduling for full inclusion. *Here's How*, 13 (3), 1-4.

Descriptors: schedules; elementary; regular education; special education; teachers; collaboration; planning

Abstract: This article profiles an exemplary model of inclusion at Jay Shideler Elementary School in Topeka, KS. At the heart of the success of this program is a two-tiered scheduling process that provides time for general and special education teachers to plan cooperatively and collaborate effectively to meet all students' needs. Sample daily and weekly schedules are included.

Arceneaux, C. (1993). "Inclusion evolution: A teacher's perspective." (ERIC Reproduction Service No. ED 367 078)

Descriptors: secondary; planning; severe disabilities; curriculum; checklists

Abstract: This paper describes the development and establishment of an inclusive education program on a junior high school campus. Although this documentation is for secondary programming, with an emphasis on severe disabilities, these "phases" can be generalized to other program areas and levels of education. During phase one, a functional, community-based curriculum was delivered to students with severe disabilities at a special school site. Gradual integration for recess, lunch, and assemblies was implemented. During phase two students with severe disabilities were assigned to regular classes and community instruction with appropriate support. The third phase involved a refocusing so that all special education program areas are addressed within the framework of inclusion. A checklist suggests indicators for the three phases of the inclusive school process. Handouts and visual materials accompany the presentation of this paper.

Black, J., Meyer, L.H., D'Aquanni, M., & Guigno, M. (1993). A process for designing curricular and instructional modifications to address IEP objectives in general education. Syracuse, NY: New York Partnership for Statewide Systems Change Project.

Descriptors: curricular adaptations; IEPs; regular education; forms

Abstract: This document describes a six-step process and guidelines used by teachers participating in the New York Partnership for Statewide Systems Change Project to adapt curriculum and instruction for students with disabilities placed in inclusive classrooms. User-friendly forms are included.

Source: ATTN: Special Projects/Consortium
Huntington Hall
150 Marshall Street
Syracuse University
Syracuse, NY 13244-2340

Cost: $2.00

Blenk, K., & Fine, L. (1995). Making school inclusion work. Cambridge, MA: Brookline Books.

Descriptors: elementary; preschool; checklists; special education; resources; checklists; daily living skills; curriculum; accessibility; evaluation; teachers; support services; IEPs; assistive technology

Abstract: The authors of this book work with special needs children ranging in age from infancy through sixth grade in the Kids are People School located in Boston, MA since 1980. The school is an urban education program for children from a wide range of backgrounds with varied cultures, experiences, home environments and abilities.

"We have written this book," the authors say in the Introduction, "to show that inclusion can and does work, to help people who want to create inclusion programs to do it right, and also to point out some general problems with the ways that children with special needs are educated, tested, and treated. This book talks about what we have learned from the children over the last fourteen years. If we listen to the children, we can do things right."

Chapter titles in the book are:

- The Children: Who Are They?
- Teaching to Inclusion: How Do You Do It?
- When Inclusion Doesn't Work
- The Staff: Who's Running This Show?
- Curriculum and Materials: Playdough is Playdough
- Accessibility: How Do I Get Around in Here?
- Evaluation: To Label or Not To Label?
- Specialists: How Do They Fit In?
- Parents, Children and Staff Speak: Telling Their Own Story
- Summary: Where Do We Go From Here?

Appendices include a history and special education and inclusion, a glossary, sample evaluation checklists of daily living skills, and resources for the classroom.

Source: Brookline Books
P. O. Box 1046
Cambridge, MA 02238-1046

Cost: $24.95

Block, M. E. (1994). A teachers guide to including students with disabilities in regular physical education. Port Chester, NY: National Professional Resources.

Descriptors: physical education; checklists; assessment; curricular adaptation; disabilities; evaluation

Abstract: This guide offers step-by-step instructional and curricular strategies to help educators adapt programs to meet the physical education needs of all students. The book includes game and activity modifications as well as forms and checklists to provide assistance in program planning, individualized assessment, and ongoing evaluation of programs and students.

Source: National Professional Resources, Inc.
Dept. 7T, 25 South Regent St.
Port Chester, NY 10573
1-800-453-7461

Cost: $37.00 plus $4.00 shipping and handling

Calculator, S. N., & Jorgensen, C. M. (Eds.). (1994). Including students with severe disabilities in schools: Fostering communication, interaction and participation. San Diego, CA: Singular Publishing Group.

Descriptors: severe disabilities; curriculum; communication; transition (secondary); self-determination; individualization

Abstract: The focus of this book is on the teaching of communication and other skills to students with severe disabilities in regular classrooms and related settings. "Communication," the editors write in the preface, "is not conceptualized as an independent curriculum area nor as a goal in and of itself. Instead, it is presented as a means of enhancing students' active participation in meaningful activities in and out of school, and, as importantly, as a means for developing and maintaining relationships with family and friends." Elementary and secondary practices described in the book are intended to foster communication, interaction, and participation.

The book's six chapter titles are: "The Evolution of Best Practices in Educating Students with Severe Disabilities," "Developing Individualized Inclusive Education Programs," "Modifying the Curriculum and Short-Term Objectives to Foster Inclusion," Designing and Implementing Communicative Assessments in Inclusive Settings," "Communicative Intervention as a means to Successful Inclusion," and "Transitions to Adult Living: Promoting Natural Supports and Self-Determination."

Chalmers, L. (1992). Modifying curriculum for the special needs student in the regular classroom. Moorhead, MN: Practical Press.

Descriptors: curriculum; modifications; adaptations; mild disabilities; moderate disabilities

Abstract: This document describes six areas teachers need to address when making modifications for mildly/moderately disabled students placed in the regular classroom. These areas are attitudes, interactions, expectations, the learning environment, daily assignments and activities, and tests. Practical examples of modifications accompany the text of each chapter.

Source: Practical Press
P. O. Box 455
Moorhead, MN 56561-0455
(218) 236-5244

Cost: $9.95 plus $2 shipping and packing

Chalmers, L. (1993). Successful inclusion in rural school settings: How one rural Minnesota school district made it work. ***The Rural Educator,*** **14(3) 31-32.**

Descriptors: rural; teams; communication; IEPs

Abstract: The author points out that implementing inclusion in a rural school can be more difficult than in an urban school. She elaborates: "There is often only one classroom teacher per grade or subject, and usually only one special education teacher for the entire school. The process of inclusion is time-consuming and frequently overwhelming for administrators and teachers in rural schools." A rural Minnesota school is cited as an example of a rural school in which the process has occurred smoothly. The author names and describes seven guidelines and suggestions: 1) administrative support, 2) small group inservice, 3) floating substitute teachers, 4) ongoing follow-up, 5) ongoing communication, 6) documentation on the IEP and, 7) team teaching—that made a difference for this rural school district and may help other rural educators include students with disabilities in regular classrooms.

Chalmers, L., & Wasson, B. (1993). Successful inclusion: Assistance for teachers of adolescents with mild disabilities. Moorhead, MN: Practical Press.

Descriptors: cooperative teaching; collaboration; mild disabilities; instructional methods; adaptations; modifications; secondary

Abstract: This document offers practical strategies for successfully including adolescents with mild disabilities in the regular classroom. Chapters cover topics such as consultation and collaboration between regular and special education teachers, integration of new students into the regular education classroom, adaptations and modifications, and skills necessary for the student with mild disabilities to learn in a regular education environment. Practical examples accompany the text in each chapter.

Source: Practical Press
P. O. Box 455
Moorhead, MN 56561-0455
(218) 236-5244

Cost: $12.95 plus $2 shipping and packing

Choate, J. S. (1993, Summer). Co-assessment of special learners: A call for special and general education to unite. *Preventing School Failure,* pp. 11-15.

Descriptors: assessment; regular education; special education; teachers; collaboration; planning

Abstract: This article discusses changes that have occurred in the field of assessment and emphasizes the need for special and regular education teachers to consult and collaborate with each other to develop and implement co-assessment procedures. Opportunities for planning assessment, designing assessment, administering assessment, interpreting assessment results, evaluating assessment, and reporting assessment results are outlined. A Co-Assessment Plan form is illustrated.

Dalheim, M. (Ed.). (1994). *Toward inclusive classrooms.* West Haven, CT: National Education Association.

Descriptors: inclusion; disabilities; case studies; checklists; curriculum; middle schools; elementary; behavior disorders; teachers; teams

Abstract: This document presents six experiences of teachers who have worked in varied inclusive projects: "Teaming up for Middle School Success" (two Virginia teachers discuss an alternative approach to teaching seventh grade environmental science); "Everyone Can Be a Scientist" (a Massachusetts teacher talks about how the annual science fair has become a peer-drive exhibition where everyone participates and succeeds); "The Inclusive Writing Workshop" (Georgia elementary school teachers talk about teaming to instruct a writing course); "Partners in Inclusion" (Rhode Island high school teachers talk about collaborative partnerships; "Language Arts, Milan-Style" (Ohio elementary teachers discuss teaching language arts in an inclusive setting); and "Integrating Andy" (middle school teachers in Vermont talk about the integration of a student with severe behavioral problems). These teachers, most of whom work in team teaching pairs, describe what worked and what didn't during their inclusion experiences, and provide diagrams, checklists, and tables which might be of practical use to other educators.

Source: NEA Professional Library
P.O. Box 509
West Haven, CT 06516-9904

Cost: $9.95

Dover, W. (1994). The Inclusion Facilitator. Manhattan, KS: The MASTER Teacher.

Descriptors: collaboration; checklists; co-teaching; modifications; schedule; planning; regular education; special education; teachers

Abstract: This guidebook includes a variety of information to help teachers develop inclusive classrooms and meet the diverse learning needs of students. Included are a Modifications/Clarification Checklist; PassPORT Documents, which indicate individual student instructional preferences and skills; a Modification Level Options Chart, which presents and explains various levels of modification available when considering the appropriate placement of a student and structuring needed support; a Student Support Matrix, which helps define needed accommodations for the student's daily routine; Instructional Co-Planning Documents which facilitate collaboration between regular and special education classroom teachers; and Collaborating Teaching Guidelines, which assist teachers and/or staff personnel in planning collaborative partnerships.

Source: The MASTER Teacher
Leadership Lane
P. O. Box 1207
Manhattan, KS 66502-0038
1 (800) 669-9633

Cost: $49.95 plus $5.95 shipping/insurance

Elliott, B, & Riddle, M. (1992). An effective interface between regular and special education: A synopsis of issues and successful practices. Bloomington, IN: CASE Research Committee, Indiana University, School of Education, Smith Research Center. (ERIC Reproduction Service No. ED 358 650)

Descriptors: regular education; restructuring; fiscal implications; categorization; identification; referral; instructional strategies; evaluation; staff development

Abstract: This information packet identifies issues in the interface between special and regular education and highlights examples of regular education/special education cooperative action. Major issues discussed regarding the restructuring of regular and special education into a more unified educational system include categorization, mainstreaming, instructional practices, and funding. Principles for developing an ideal interface between the two systems are identified, focusing on leadership and a shared commitment to education of students with disabilities. Exemplary practices in the areas of identification, referral, instruction/intervention, evaluation, and staff development are examined.

Falvey, M. (1995). Inclusive and heterogeneous schooling. Baltimore, MD: Paul H. Brookes.

Descriptors: assessment; curriculum; instruction; behavior management; communication; daily living skills; socialization; elementary; secondary; systems change; preschool; early childhood; postsecondary

Abstract: This book is intended to help educators create environments where all students, particularly those with significant disabilities, have an equal opportunity for academic and social growth. Individual chapters describe professional collaboration, assessment, curriculum development, instruction, and peer support networks. Information is included as well for supporting students with disabilities, including specialized techniques for behavior management, communication intervention, and daily living skills training.

Chapter contents are:

1) Perspectives in General Education: Past and Present
2) Services for Students with Disabilities: Past and Present
3) Strategies for Effective Collaboration
4) Assessment Strategies to Develop Appropriate Curricula and Educational Programs
5) Creating a Supportive Classroom Environment Instructional Strategies
6) Positive Behavior Support Strategies
7) Motor and Personal Care Skills
8) Communication Skills
9) Developing and Fostering Friendships
10) Preschool Curriculum and Instruction
11) Elementary Curriculum and Instruction
12) Secondary Considerations
13) Creating Heterogeneous Schools: A Systems Change Perspective

Source: Paul H. Brookes
P. O. Box 10624
Baltimore, MD 21285-0624

Cost: $32.00

Filbin, J., & Kronberg, R. (1995). Ideas and suggestions for curricular adaptations at the elementary level. Colorado: Colorado Department of Education.

Descriptors: curricular adaptations; elementary

Abstract: This manual was developed by the Colorado Effective Education Model, a systems change project designed to develop best educational practices for students with severe disabilities. It includes a number of charts in various elementary academic content areas—math, reading, social studies, science, language arts, physical education, and music—that list adaptive/alternative activities that can be used to teach basic skills. Suggested adaptations for typical routine activities such as managing personal belongings, performing class jobs, and lunchroom behavior are also included. A companion volume for secondary level adaptations is also available.

Source: Colorado Department of Education
Special Education Section
201 East Colfax Avenue
Denver, CO 80203
303-866-6695

Cost: free

Follow the leader: Principals discuss the attitudes that made inclusion work in their schools. (1994, September). ***Inclusive Education Programs,*** **1, 4 - 7.**

Descriptors: principals; leadership; philosophy; collaboration; mentoring; support; communication

Abstract: Principals of inclusive schools in Idaho, Illinois, Virginia, and Washington interviewed for this article share their philosophies, strategies, and experiences as leaders of schools that include all students in regular classrooms. Acceptance, good communication, camaraderie, collaboration, flexibility, mentoring, and support are keys to successful inclusion discussed by these school leaders.

Idol, L. (1994). Key questions related to inclusion and collaboration in the schools. (ERIC Reproduction Service No. ED 370 331)

Descriptors: planning; collaboration; funding; parents; philosophy; support; teachers; attitudes; service delivery; program evaluation; staff preparation

Abstract: This paper presents 15 questions for educators and administrators to ask themselves in designing and implementing inclusive and collaborative school programs. Questions, and the accompanying answers, cover such issues as funding, parental support, district philosophy, support for teachers, service delivery, teacher attitudes, regular education student and staff preparation, and program evaluation. Together, the questions are intended to guide the planning process and create a solid proactive foundation for the collaborative development and implementation of inclusive education programs.

Kentucky Department of Education. (1994). Best practice recommendations of the inclusive education task force, Kentucky Department of Education, for inclusion of students with disabilities in general education settings. Frankfort, KY: Kentucky Department of Education.

Descriptors: vision; best practices; districts; school; classroom; IEPs; checklists

Abstract: This document was developed by the Kentucky Department of Education in response to local school district requests for guidance in developing new models for delivering services to children with disabilities. The document was created with the assistance of a task force of local stakeholders working in cooperation with the Kentucky Department of Education staff. In keeping with the goals of the Kentucky Education Reform Act (KERA), the document was intended to:

- describe a vision of a future worth working toward,
- describe the research support for inclusive education,
- acknowledge the continuing challenges and issues to be resolved,
- recommend inclusive practices that have been documented for effectiveness, and
- suggest strategies and activities for district-wide, building level classroom implementation.

The "best practice" strategies included in the document are divided into district, school, and classroom level categories. Each practice is accompanied by a series of strategies which may be used to ensure that practice has a positive outcome. Resources, legal references, and checklists are appended to the document.

Source: Kentucky Department of Education
Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601
502-564-4770

Cost: free

Lesson plans and modifications for inclusion and collaborative classrooms. (1994). Manhattan, KS: The MASTER Teacher.

Descriptors: modifications; elementary; middle school; secondary; curriculum; lesson plans; teachers

Abstract: This notebook contains more than 230 curriculum modifications for students in grades K-12. Each modification includes a description of the activity and objective, materials needed, and step-by-step instructions. Lesson plans and modifications are sorted by topic, and each plan identifies the range of grade levels for recommended use. Subject areas covered by the book include classroom management, social skills, science, physical education, mathematics, social sciences, and language arts.

Source: The MASTER Teacher
Leadership Lane, P. O. Box 1207
Manhattan, KS 66502-0038
800-669-9633

Cost: $59.95

Malbin, D. (1994, Spring). Inclusion tips for teachers. *SESA*, pp. 3 - 8.

Descriptors: early childhood; visual impairments; hearing impairments; deaf-blindness; traumatic brain injury; serious emotional disturbance

Abstract: This article, included in the "Reference Shelf" supplement to this edition of SESA, offers practical strategies for working with students with varying disabilities in inclusive classrooms. Disabilities addressed by the author include visual impairments, hearing impairments, deaf-blindness, traumatic brain injury, and serious emotional disturbance. A section is also devoted to ideas for working with young children with disabilities.

McCoy, K. (1995). Teaching special learners in the general education classroom. Denver, CO: Love Publishing Company.

Descriptors: instructional strategies; technology; cultural diversity; planning; assessment; IEPs; reading; mathematics; mild disabilities; moderate disabilities; physical disabilities; visual impairment; hearing impairment

Abstract: This book is intended to help educators understand children with disabilities and introduce teachers to a variety of effective instructional strategies and suggestions. Multicultural concerns and use of technology are also addressed. The author presents vignettes which personalize the teaching process. Separate chapters on reading, language arts, and mathematics instruction are included. One chapter discusses children with mild to moderate learning problems; another offers information about children with physical, visual, and hearing disabilities.

Source: Love Publishing Company
1777 South Bellaire Street
Denver, CO 80222
303-757-2579
303-782-5683 (fax)

Cost: $49.95

McLaughlin, M. J., & Warren, S. H. (1994, Spring). Restructuring special education programs in local school districts: The tensions and the challenges. ***Special Education Leadership Review,*** **2(1), 2 - 21.**

Descriptors: planning; restructuring; vision; mission; outcomes; accountability; curriculum; instruction; staff development; finance; leadership

Abstract: This paper reports the results of a two-year study by the Center for Policy Options in Special Education on the restructuring of special education programs in local school districts. Five critical areas of focus are identified for schools: vision and mission; outcomes and accountability; governance; curriculum and instruction; and staff development. Options for each focus area are discussed. Challenges and tensions which must be addressed in the restructuring process are outlined.

Montgomery, J. (1994, September/October). Supporting inclusive education. *The Special EDge,* p 10.

Descriptors: program models; instructional practices; grades; disabilities

Abstract: This article describes six program models, six classroom practices, and 12 grading options which may be combined in different, creative configurations to meet the diverse needs of students with disabilities. The six models described in the article include collaborative support, blended class, clustered aides, three part schedules, schoolwide support center, and houses. Classroom practices include parallel teaching, remedial teaching, station teaching, supplemental teaching, co-teaching/collaborative teaching, and team teaching. And the 12 grading options described are an IEP plan, written report, portfolio approach, three grade system, averaged grades, percentage system, curriculum-based measurement, pass/fail, daily grades, contract system, adjusted grades, and group grading. The varied options presented in this article illustrate the flexibility possible in inclusive education.

O'Connor, R. E., & Jenkins, J. R. (1992). Cooperative learning as an inclusion strategy: The experience of children with disabilities. (ERIC Reproduction Service No. ED 360 778)

Descriptors: cooperative learning

Abstract: This study examined what occurs in cooperative learning groups that include students with mild disabilities in grades 3 - 6. Teacher interviews were combined with observations of 10 special and 10 regular education students' behavior in cooperative learning groups which used the Cooperative Integrated Reading and Composition model. Results are discussed in terms of who is providing help to the student with disabilities and how often, what contributions the student makes to group tasks, the assignment length, the teacher's role in successful participation of students with disabilities, teacher expectations for student competence, and the process of setting up expectations. The paper concludes that successful use of cooperative learning as an inclusion strategy will require (1) rethinking and reorganizing of the ways special education provides resources, services, and modifications for students with disabilities; and (2) sustained effort of regular class educators to raise the status of contributions by children with disabilities and to establish and maintain norms of participation and helping.

Rigazio-DiGilio, A., & Beninghof, A. M. (1994, Spring). Toward inclusionary educational programs: A school-based planning process. *Special Education Leadership Review,* 2(1), 81 - 92.

Descriptors: planning; elementary

Abstract: The authors of this article present a six-phase strategic planning model for implementation of inclusion. The phases of this strategic planning cycle diagrammed and discussed include: a) objective setting; b) criteria setting; c) program planning; d) operationalization; e) evaluation; and f) valuing. The model is applied to an elementary school and implications are drawn.

Roach, V. (1994, November). The superintendent's role in creating inclusive schools. ***The School Administrator,*** **pp. 20 - 27.**

Descriptors: superintendent; planning; principals; site-based management; vision; finance; parents; teacher training

Abstract: Based on interviews, surveys, and focus groups of educators, advocates, parents, and students across the country, the author identifies six critical principles for school administrators to consider as they implement an inclusive approach in schools.

- Superintendents lay the foundation for inclusion in the school district;
- Principals are key in creating inclusive schools;
- Site-based management provides a window of opportunity for principals to create inclusive schools;
- Planning is critical in moving a district toward inclusion, and administrators advise against moving too fast;
- Clear, strong lines of communication are essential in supporting the ongoing success of inclusion, district wide and in individual school buildings; and
- Local boards of education can be key actors in creating a district wide vision for inclusion.

Tips on involving parents, building support with the board of education, training teachers, developing budgets, and handling opposition are discussed.

Roach, V., Ascroft, J., Stamp, A., & Kysilko, D. (1995). Winning ways: Creating inclusive schools, classrooms and communities. Alexandria, VA: National Association of State Boards of Education.

Descriptors: planning; policies; strategies; families

Abstract: *Winning Ways* examines implementation of inclusion policies from a variety of perspectives, including parents, teachers, district and school administrators, and policymakers. Various chapters included in the book represent these different perspectives, with implications and recommendations for each group. Brief descriptions of inclusive school programs are interspersed throughout the text. Authors of the book indicate the contents are based upon data gathered through surveys, interviews, and focus groups of educators, advocates, parents and students.

Source: National Association of State Boards of Education
1012 Cameron Street
Alexandria, VA22314
703-684-4000

Cost: $12

Ryan, D. F. (1994). Inclusion: The key to success. (ERIC Reproduction Service No. ED 369 617)

Descriptors: severe disabilities; mild disabilities; teachers; teams; collaboration; communication

Abstract: This document describes the inclusion strategy adopted by Joshua Intermediate School, located in a rural community near Fort Worth, Texas. The school uses inclusion to address the needs of special education students while allowing opportunities for success in the regular classroom through co-teaching experiences between general and special staff. Inclusion has evolved gradually at Joshua Intermediate School, starting with one grade level and expanding. Students with more severe disabilities start by being included in nonacademic subjects, and gradually add content areas. Students with mild to moderate disabilities are evenly divided among the teams of teachers, who strive for flexibility, communication, cooperation, and collaboration. Each team develops its own inclusion schedule based on needs of students and preferences of the teachers. This school finds inclusion advantageous to teachers, students, and parents.

Schrag, J. (1994). Organizational, instructional, and curricular strategies to support the implementation of unified, coordinated, and inclusive schools. Reston, VA: Council for Exceptional Children.

Descriptors: peers; support; tutoring; cooperative learning; peer buddies; MAPS; Circle of Friends; instructional strategies; curriculum-based assessment; consultation; ability grouping; class size

Abstract: This document is a compilation of varied peer support systems and instructional and teaching strategies for including students with disabilities in the regular classroom. Peer support systems described in the document include peer and cross-age tutoring, cooperative learning, peer buddies, MAPS, Circle of Friends, and other similar strategies. Instructional and teaching strategies discussed include Adaptive Learning Environments Model (ALEM), reciprocal teaching, social skills training, study skills training, instructional reinforcement, learning styles, mastery learning, and effective teaching strategies. Consultation, curriculum-based assessment, ability grouping, class size, and Project Ride are also discussed.

Source: Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
800-328-0272

Cost: $12.00

Shriner, J. G., Ysseldyke, J. E., Thurlow, M., & Honetschlager, D. (1994, March). "All" means "all"--including students with disabilities. ***Educational Leadership,*** **pp. 38 - 42.**

Descriptors: outcomes; disabilities; testing; adaptations

Abstract: The authors of this article offer recommendations for building accountability systems based on outcomes and performance that include all students. Four suggestions are highlighted:

- Make an up-front commitment to include all students in your system of accountability for outcomes and student performance;
- Promote inclusion of all students in assessment by making reasonable accommodations;
- Be broad when setting up your outcomes and performance levels; and
- Build efforts on existing data collection.

Successful programs! (1994, Spring). ***Inclusion Times,*** **1(3), 4 - 5.**

Descriptors: early childhood; best practices; mentoring; systems change; training; collaboration

Abstract: This article describes three successful inclusion programs, two in Chicago and one in Minnesota. The West Chicago Elementary School District #33 attributes the success of its inclusion program to the courage to try something new, the commitment to do what is best for children, and cooperation, consultation, and collaboration among all who are involved. The Early Choices Program has developed partnerships between Chicago public schools and community-based preschools and day care centers. Also profiled is the Inclusion Mentorship Program at the University of Minnesota. The staff development project is one of several within the systems change grant Together We're Better. The program offers regional participants the opportunity to exchange ideas, support one another, and share successes and visions.

Thompson, B., Wickham, D., Wegner, J., Ault, M. M., Shanks, P., & Reinertson, B. (1993). Handbook for the inclusion of young children with severe disabilities. Lawrence, KS: Learner Managed Designs, Inc.

Descriptors: early childhood; planning; socialization; individualized instruction; resources; personnel preparation; checklists; preschool; videos

Abstract: This book describes the Circle of Inclusion early childhood project (see video by the same title) and presents a model for developing an inclusive preschool program. Seven chapters provide a comprehensive, step-by-step guide to program development: 1) Inclusive Programs for Young Children with Severe Disabilities; 2) Getting Started: Initiating Inclusive Programs in Your Community; 3) Start Up: Getting the Program Underway; 4) Preparing Personnel to Function Effectively in an Inclusive Program; 5) Facilitating Full Participation: Accommodating Individual Child Needs in a Mainstream Classroom; 6) Facilitation of Social Inclusion; and 7) Facilitating Instructional Inclusion. An annotated list of resources in early childhood inclusion is included as well as three checklists: 1) A Checklist for Planning Start Up Activities; 2) A Checklist for Planning the Preparation of Personnel; and 3) Inclusion Observation Checklist.

Source: Learner Managed Designs, Inc.
P. O. Box 3067
Lawrence, KS 66046
913-842-9088

Cost: $29.95 plus $2.00 shipping and handling

Van Dyke, R., Stallings, M. A., & Colley, K. (1995). How to build an inclusive school community: A success story. ***Phi Delta Kappan,*** **76(6), 475-479.**

Descriptors: strategies; teacher roles; principals; collaboration; support systems

Abstract: "Full inclusion occurs when a child with a disability learns in a general education classroom alongside his or her agemates with all the necessary supports." This definition provides the basis for a number of helpful and revealing insights into creating such environments. On the role of the special education teacher: function as case manager; determine curriculum modifications; train peers to understand the unique aspects of their classmates with disabilities; support the classroom teacher. On the role of the classroom teacher: believe that students with disabilities can learn successfully and keep high expectations for them; use effective discipline strategies; use cooperative learning; take ownership of all the students.

The principal also plays a crucial role in the inclusive school: to assist staff members in the transition toward inclusion; constantly provide support to teachers; be the spokesperson when concerns about inclusion arise; and manage the schoolwide logistics of inclusion. Finally, the authors suggest several keys to effective collaboration: communication, flexibility, shared ownership, recognition of differing needs, need-based instruction, willingness to be a team player, dependability, cooperative grading, and sense of humor.

Vaughn, S., & Schumm, J. S. (1995). Responsible inclusion for students with learning disabilities. ***Journal of Learning Disabilities,*** **28(5), 264-270.**

Descriptors: guidelines; learning disabilities; educational reform; restructuring

Abstract: Based on their experience with restructuring projects at three urban elementary schools, the authors have constructed a table that contrasts responsible inclusion practices with irresponsible practices. Responsible practices include: putting the student first; teachers self-select their involvement; adequate resources are available; models are designed and carried out at the school site level; a continuum of services is maintained; services are continually evaluated and modified; ongoing professional development is available; school personnel develop their own inclusion philosophy; curricula and instruction meet the needs of all students.

The school sites that adhered to the elements of responsible inclusion had access to resources that may not be available to all schools: strong administrative support; an active, ongoing relationship with a university-based research team; willingness to monitor student progress and incorporate findings into program modifications; support of key personnel; willingness to allocate school resources to include a continuum of services.

The article includes a reprint of the inclusion philosophy from one of the elementary schools.

Westby, C. E., Watson, S., & Murphy, M. (1994). The vision of full inclusion: Don't exclude kids by including them. ***Journal of Childhood Communication Disorders*****, 16(1), 13-22.**

Descriptors: case studies; Circle of Friends; maps; strategies; mild disabilities

Abstract: The authors distinguish between the meanings of mainstreaming and inclusion, defining inclusion as a "philosophical change in attitude toward the needs and rights of students with disabilities." They trace the origins of the inclusion movement in Canada and the U. S., and list some concerns that have risen as the movement has matured. Among the concerns are the suspicion that funding issues sometimes take precendence over the needs of the students, and the discomfort teachers experience when the need to accomodate all students in the regular classroom puts tham at odds with school reform efforts based on higher academic standards.

The article asserts that the idea of full inclusion is based more on philosophy than it is on empirical evidence, and suggests that placing students in regular classrooms may not always reduce stigmatization. The four essential elements of inclusion are: philosophy, vision and administrative support; education of parents and staff; comprehensive assessment of students; training of regular and special education students for inclusion.

The case study portion of the article describes the efforts of La Chamisa, an elementary school in the southwest, to serve students from culturally, linguistically, and ethnically diverse backgrounds. The school's inclusive program incorporates concepts from Maslow's hierarchy of needs, in which basic needs for food and caring attention are addressed before moving up the ladder to safety, belongingness, improved academics, esteem, and internal locus of control.

Placing Learners Under Guidelines for Inclusion (PLUG-IN) Project. (SpecialNet message, CSPD Board, March 29, 1994).

Descriptors: teacher education; teacher certification; regular education; personnel preparation

Abstract: This message describes a personnel preparation program offered at the University of North Carolina-Charlotte which will result in a professional degree and/or certification in cross-categorical special education for 48 special education and 48 regular education teachers employed in Charlotte-Mecklenburg Schools who are teaching in schools that are developing full inclusion programs. The project is modifying the cross-categorical certification and degree program to prepare these teachers for collaboration, interactive teaming, and co-teaching.

Project Partnership: Restructuring Teacher Education to Meet the Needs of the Full Inclusion Classroom. (1994). Competencies, skills, and knowledge teacher education programs need to teach the inclusion teacher. Emporia, KS: Author.

Descriptors: teacher education; curriculum; elementary; secondary

Abstract: The goal of Project Partnership was to determine the competencies, skills, and knowledge needed by elementary and secondary teachers to work with students in an inclusive educational setting. This document discusses 11 broad competencies prepared by the Project for university and college teacher training programs to add to their curriculum to accommodate the needs of the inclusive classroom.

Source: Project Partnership: Restructuring Teacher Education to Meet the Needs of the Full Inclusion Classroom
Teachers College
Emporia State University
Emporia, KS

Cost: free

Dover, W. (1994). The MASTER Teacher Inclusion Video Series. Manhattan, KS: The MASTER Teacher. [Videotape].

Descriptors: videos; co-teaching; curriculum modifications; team building; IEPs; checklists; adaptations; collaboration; planning

Abstract: The four tapes in this series are 1) "De-Mything Inclusion," 2) "Taking the First Step: Strategies for Effectively Communicating About Special Students," 3) "Strategies for Making Curriculum Modifications," and 4) "Strategies for Co-Planning and Co-Teaching."

"De-Mything Inclusion" dispels the five most prominent myths surrounding the subject of inclusion and takes viewers through the many service delivery models of inclusion.

"Taking the First Step" demonstrates several tools that can assist teachers in meeting individual student needs.

"Strategies for Making Curriculum Modifications" shows specific techniques for choosing and implementing appropriate supports and services.

"Strategies for Co-Planning and Co-Teaching" introduces additional tools to help teachers structure the instructional planning process, including guidelines for co-planning and co-teaching.

Source: The MASTER Teacher
Leadership Lane
P. O. Box 1207
Manhattan, KS 66502-0038
1 (800) 669-9633

Cost: $129.95 per tape or $498.00 for the set of four plus $3.95 shipping/insurance up to $149.99 and $5.95 for $150.00 and up

Inclusion (1994). Salt Lake City, UT. *The Video Journal of Education, 3*(9) [Videotape].

Descriptors: disabilities; teams; planning; socialization; philosophy

Abstract: This issue of *The Video Journal of Education* explores the philosophy, rationale, and tools of inclusion used to broaden learning opportunities for all students. The video features Jack Pearpoint and Marsha Forest, co-directors of the Center for Integrated Education and Community in Toronto, Ontario, with Judith Snow, lecturer and author. Teachers, administrators, and students discuss the positive values of inclusion. The package includes two videotapes, a soundtrack audio tape, and a teacher guidebook.

Videotape program one (33 minutes) highlights the following concepts:

- The philosophy and rationale of inclusion is that all children have a right to a quality education and they learn better when they are included with their peers.
- It is not the function of education to sort and label kids for the purpose of excluding them from learning opportunities available to others.
- The interactions and sharing that can occur with children in school is what makes inclusion rich and rewarding for everyone.
- The key ingredient for successful inclusion is teachers collaborating in teams.
- It is natural for teachers to feel frustration at not knowing how to help children with special needs. Staff development and training will help solve this problem.
- The three biggest obstacles to inclusion are fear, complacency, and control.

Videotape program two (33 minutes) emphasizes the following concepts:

- At the heart of inclusion is the belief that people are the most important thing in the world.
- The tools of inclusion help us all live better with one another.
- Three specific tools of inclusion are the Circles of Friends, the MAPS Process, and the Path Process.
- Teaming and planning for inclusion.
- The inclusive classroom.
- Moving students from isolation to interaction.
- Recognizing and developing the giftedness within all children.

Source: The Video Journal of Education
549 W. 3560 S.
Salt Lake City, UT 84115-9828
1 (800) 572-1153

Cost: $395 plus $7 shipping and handling; $25 preview applies to total

Inclusion in New York: An inside view. (1994). New York Partnership for Statewide System Change. [Videotape].

Descriptors: elementary; middle school; curricular adaptations; planning;

Abstract: The videotape includes four vignettes, 16 minutes each in length, that provide a close look at inclusive schooling in two elementary and two middle schools. Day-to-day instructional planning and curricular adaptations carried out by teachers, therapists, and support personnel to meet the needs of students with disabilities in regular classrooms are demonstrated. Students with significant disabilities in grades K-8 are shown working together with their nondisabled peers. Each vignette features a different aspect of inclusive schooling and thus, can be viewed independently.

Source: ATTN: Special Projects/Consortium
Huntington Hall
150 Marshall Street
Syracuse University
Syracuse, NY 13244-2340

Cost: $25.00

Lesson plans and modifications for inclusion and collaborative classrooms. (1994). Manhattan, KS: The MASTER Teacher. [Videotape].

Descriptors: modifications; elementary; middle school; secondary; curriculum; lesson plans; teachers

Abstract: This set of four videotapes, each 40 minutes in length, demonstrates strategies for classroom, material, and activity modifications. Teachers and aides are shown coordinating a variety of activities and modifications for subject-specific skills as well as study skills, social skills, and organizational skills. The four videotapes included in this set and their individual prices are as follows:

1) Language Arts ($129.95)

2) Mathematics and Computers ($129.95)

3) Science, Social Studies, Physical Education, and More... ($129.95)

4) Student and Classroom Skills ($129.95)

Source: The MASTER Teacher
Leadership Lane, P. O. Box 1207
Manhattan, KS 66502-0038
800-669-9633

Cost: $498.00 per set

Vargo, J., & Vargo, R. (1995). The face of inclusion: A parent's perspective. Port Chester, NY: National Professional Resources, Inc. [Videotape].

Descriptors: parents; families; Rett Syndrome

Abstract: This video provides a parent's perspective on inclusion. Joe and Ro Vargo, the parents of three daughters, the oldest of whom has Rett Syndrome, relate their family philosophy, decision to enroll their daughter in inclusive programs, how they got involved, the risks and benefits, the supports necessary to be successful, and the positive impact of inclusion upon their lives.

This video has not been previewed by the WRRC.

Source: National Professional Resources, Inc.
25 South Regent Street
Port Chester, NY 10573
800-453-7561

Cost: $99.00 plus $5.00 shipping and handling

Brandt, R. S. (Ed.). (1995). The Inclusive School. *Educational Leadership*, 52 (4).

Descriptors: philosophy; opinions; strategies; outcomes; secondary; gifted; teachers; urban

Abstract: This entire issue of *Educational Leadership* is devoted to inclusion. While the majority of the 20 articles included in the special issue are supportive of the concept of inclusion and describe strategies to make inclusion work successfully, opposing viewpoints are represented as well. In "Can Inclusion Work? A Conversation with Jim Kauffman and Mara Sapon-Shevin," these educators debate the potential and pitfalls of making schools more inclusive. In addition to this article, others included in the issue are:

- Barry, Arlene L. Easing into Inclusion Classrooms.
- Wang, Margaret C. Serving Students at the Margins.
- Shanker, Albert. Full Inclusion is Neither Free Nor Appropriate.
- Fuchs, Douglas. Sometimes Separate is Better.
- Maloney, Justine. A Call for Placement Options.
- Baker, Edward T. The Effects of Inclusion on Learning.
- Staub, Debbie. What Are the Outcomes for Nondisabled Students?
- Logan, Kent R. How Inclusion Built a Community of Learners.
- Johnson, Dede. Not a Way Out: A Way In.
- Schumaker, Jean B. Secondary Classes Can Be Inclusive, Too.
- Jorgensen, Cheryl M. Essential Questions—Inclusive Answers.
- Heron, Elizabeth. Addressing Learning Differences Right from the Start.
- Wilmore, Elaine L. When Your Child is Special.
- Sapon-Shevin, Mara. Why Gifted Students Belong in Inclusive Schools.
- Savitch, Julie. Paving a Path Through Untracked Territory.
- Renzulli, Joseph S. Teachers As Talent Scouts.
- Ruff, Sauan. How an Urban School Promotes Inclusion.

Cohen, M. D. (1994). Overcoming barriers to inclusion of children with disabilities in the local schools: A blueprint for change. Springfield, IL: Illinois Planning Council on Developmental Disabilities.

Descriptors: barriers; planning; philosophy; districts; principals; administrators; accessibility; attitudes; finance; legal issues; leadership

Abstract: This is an executive summary of a 1992 study commissioned by the Illinois Planning Council on Developmental Disabilities which sought to identify barriers to inclusion and make recommendations for changes in state and local practices that would assist in overcoming these barriers. During the study, researchers looked at inclusive practices in Illinois, Colorado, and Vermont and identified ten broad categories of barriers: informational, attitudinal, instructional/technological, leadership, accessiblity, structural/organizational, financial, regulatory, legal, and operational/implementation. Each of these barriers is described, followed by recommendations for barrier removal directed toward the Illinois State Board of Education, Illinois Planning Council on Developmental Disabilities, higher education institutions, state/local parent groups, local boards of education, local school districts/administrators, and local school principals.

Source: Monahan & Cohen
Suite 2300, 225 West Washington Street
Chicago, IL 60606
312-419-0252

Cost: free

Colorado crafts inclusion definition. (1994, July). ***Inclusive Education Programs,*** **pp. 3 - 4.**

Descriptors: definitions; instructional practices

Abstract: This article reprints the definition of inclusion developed by members of Colorado's Special Education Services Unit. The definition defines what inclusion means at the building level as well as the classroom level, including 18 different strategies to build inclusive environments. Director of Special Education Fred Smokoski says the definition goes beyond merely defining inclusion to provide a broader vision of the."way we think schools ought to be."

Dover, W. (1995). Inclusion audio series. Port Chester, NY: National Professional Resources, Inc.

Descriptors: curricular adaptations; planning; cooperative teaching; communication; myths

Abstract: Based on the book The Inclusion Facilitator, these audiotapes are designed as training tools for educators. Each tape discusses strategies to encourage cooperation among teaching staff members when implementing an inclusion program. The four tapes included in the series are:

1) "De-Mything" Inclusion
This 42-minute tape discusses the five most permanent myths surrounding the subject of inclusion.

2) Taking the First Steps: Strategies for Effectively Communicating About Special Students
This 31-minute tape identifies tools that can be used to assist teachers.

3) Strategies for Making Curriculum Modifications
This 53-minute tape includes strategies for curriculum adaptations.

4) Strategies for Co-Planning and Co-Teaching
This 34-minute tape introduces additional tools to help structure the instructional planning process.

Source: National Professional Resources, Inc.
Department 4T
25 South Regent St.
Port Chester, NY 10573

Cost: $56.00 plus $5.00 shipping and handling

Hammond, M., Jentzsch, C., & Menlove, M. (1994). Fostering inclusive schools and communities: A public relations guide. Salt Lake City, UT: Utah State Office of Education and Utah State University.

Descriptors: public relations; rural; parent involvement; community; philosophy; attitudes

Abstract: This public relations guide provides step-by-step instructions on implementing an effective, low-budget public relations campaign on the issue of inclusion. The follow chapter topics are included: Promoting an Image; Language, Attitudes and Disability; Publicity; Parent Involvement; Community Organizations; Employer/Business Participation; School Personnel Participation; Brochures and Newsletters; Speakers Bureau; and Rural Communities. Although many of the sources listed in the guide are specific to Utah, the information can be applied to other states as well.

Source: Utah State Office of Education
250 East 500 South
Salt Lake City, UT 84111-3204
(801) 538-7706

Cost: Free

Implications and complications for deaf students of the full inclusion movement. Center for Assessment and Demographic Studies, Gallaudet Research Institute.

Descriptors: deafness

Abstract: The seven papers in this document challenge the idea that inclusion is the best policy for all students with disabilities, especially students who are deaf. In the Introduction, Oscar Cohen poses the question: Does inclusion serve "deaf people, or is it simply a way to further the great American myth that we are all created equal? To treat all children as though they are the same," he writes, "is not democratic; it is unjust."

Other papers selected for inclusion in this document question the "one-size-fits all" approach of full inclusion and explores the uniqueness of deaf culture and the particular educational and psychological needs of deaf students. These are:

- "Deaf Students and Full Inclusion: Who Wants to be Exluded?" Arthur N. Schildroth and Sue Hotto
- "The Potential Impact on Deaf Students of the Full Inclusion Movement" Michael Stinson and Harry Lang
- "The Price of Dreams: Who Will Pay It?" Claire Ramsey
- "An Interpreted Education: Inclusion or Exclusion" Elizabeth A. Winston
- "Replacing Myths About Deafness" Oscar P. Cohen
- "Mainstreaming and Inclusion: A Deaf Perspective" Rachel Stone
- "Psychosocial Implications of Full Inclusion for Deaf Children and Adolescents" Irene Leigh

The document also includes the inclusion policy developed by the National Association of the Deaf which articulates the deaf consumers' perspective on inclusion. The document concludes with a "Statement on Full Inclusion" authored by the president of Gallaudet University which emphasizes inclusion as a philosophy rather than a placement decision.

The document is also summarized in an article entitled "Can Inclusive Schools Meet Deaf Students' Needs?" published in the March, 1995 issue of Inclusive Education Programs.

Inclusion on the upswing, report to Congress says. (1994, October 29). ***The Special Educator,*** **94, p. 104.**

Descriptors: disabilities; placement; finance; regular education; special education

Abstract: This analysis of the U. S. Department of Education's 16th Annual Report to Congress on the Implementation of IDEA indicates that 35.7 percent of the nation's students with disabilities were placed in regular education classrooms for 80 percent of the school day during the 1991 - 92 school year. This represents an 8.4 percent increase over the previous school year.

The analysis also notes that although placement of students with disabilities in regular education classrooms increased, funding for special education did not significantly increase. The average allocation during the fiscal year 1993 was $411 per student--only $1 more than the previous school year.

Kauffman, J. M., & Hallahan, D. P. (1994). The illusion of full inclusion: A comprehensive critique of a current special education bandwagon. Austin, TX: PRO-ED.

Descriptors: policies; philosophy; regular education; special education; positions; deafness; blindness

Abstract: The essays in this book analyze the movement toward full inclusion of students with disabilities from a perspective that questions and cautions, lest the movement produce disappointment by "crushing" the very students it was supposed to defend. Part one places the full inclusion movement in historical context; Part two examines policies and commentaries; Part three discusses disability-specific issues, including blindness and deafness. Inclusionary placement for ALL students is questioned by many of the 15 authors whose essays are included in this collection. Statements from several disability related associations are included in the Appendix.

Source: PRO-ED
8700 Shoal Creek Blvd.
Austin, TX 78757
(512) 451-3246

Cost: $29.00

National Center on Educational Outcomes. (1993). Views on inclusion and testing accommodations for students with disabilities. Minneapolis, MN: University of Minnesota College of Education.

Descriptors: testing; assessment; accommodations; disabilities; outcomes; hearing impairment; deafness

Abstract: This document includes six articles addressing the issues of inclusion/ exclusion and accommodations. These articles, which reflect a diverse array of opinions concerning these issues, are: "Including Students with Disabilities in Systemic Efforts to Measure Outcomes: Why Ask Why?" by Bob Algozzine; "Inclusion and Adaptation in Assessment of Special Needs Students in Arizona," by Paul H. Koehler; "Inclusion of Children and Youth who are Hearing Impaired and Deaf in Outcomes Assessment," by Barbara L. Loeding and Jerry B. Crittenden; "Inclusion and Accommodation: 'You Can Tell What is Important to a society by the things it chooses to measure,'" by Jack Merwin; "Consequences and Incentives: Implications for Inclusion/ Exclusion Decisions Regarding Students With Disabilities in State and National Assessment Programs," by Daniel Reschly; and "Inclusion and Accommodation in Assessment at the Margins," by Maynard C. Reynolds.

Source: National Center on Educational Outcomes
College of Education
University of Minnesota
350 Elliott Hall
75 East River Road
Minneapolis, MN 55455

National Center on Educational Restructuring & Inclusion. (1994). National study on inclusive education. New York: Author.

Descriptors: inclusion; directory; restructuring

Abstract: This document is a directory of inclusive schools and school districts across the country. Descriptive narratives with program information accompany some of the entries. The introduction explores issues such as "Educational Restructuring and Inclusion," "A National Perspective on Special Education," and "What is Inclusion."

Source: National Center on Educational Restructuring & Inclusion (NCERI)
The Graduate School and University Center
The City University of New York
33 West 42 Street, New York, NY 10036

Cost: $9.00

Rhode Island Developmental Disabilities Council. (1993). Guide to inclusive education in Rhode Island: Resource persons and promising practices. Cranston, RI: Author.

Descriptors: directory; profiles; disabilities; peer support; transition; vocational education; careers; early childhood; resources; severe disabilities

Abstract: This resource guide describes resource persons and promising programs in the state, divided into five sections: early childhood; integration of students with severe disabilities; curriculum/ instructional issues; peer support; and vocational education, career planning, and transition. Profiles of five students who have been successfully integrated into regular education programs introduce each section of the document. A list of resource materials accompanies each section.

Source: Rhode Island Developmental Disabilities Council
Aime J. Forand Building
600 New London Ave.
Cranston, RI 02920
(401) 464-3191

Cost: free

Rhode Island Developmental Disabilities Council. (1991). Inclusive education guide: Resource persons and promising practices. Cranston, RI: Author.

Descriptors: directory; resources; early childhood; severe disabilities; curriculum; peer support; vocational education; transition; careers

Abstract: This resource guide describes resource persons and promising programs in the New England states of Rhode Island, Massachusetts, Connecticut, New Hampshire, and Vermont. The document is divided into five sections: early childhood; integration of students with severe disabilities; curriculum/ instructional issues; peer support; and vocational education, career planning, and transition. A list of resource materials accompanies each section.

Source: Rhode Island Developmental Disabilities Council
Aime J. Forand Building
600 New London Ave.
Cranston, RI 02920
(401) 464-3191

Cost: free

Schnepf, A., & Collins, K. (1994, Summer). CASE exemplary programs. ***The Principal Letters: Practices for Inclusive Schools, 16*****(4), 7 - 11.**

Descriptors: model programs

Abstract: This article profiles nine schools and school districts considered exemplary in their inclusion efforts from a field of 32 nominees reviewed by the Council of Administrators of Special Education. Schools and school districts in Bloomington, IN; Clinton, NJ; Pittsburg, PA; Ontario, Canada; Chicago, IL; Ontario, OR; Provo, UT; and Williston, VT are included. Profiles are one to four paragraphs in length.

Snart, F., & Vaselenak, L. (1993). Integration of students with special needs into educational settings: An annotated bibliography. (ERIC Reproduction Service No. ED 358 616)

Descriptors: bibliography; resources

Abstract: This annotated bibliography lists close to 1,200 journal articles published between 1985 and 1991 drawn primarily from the ERIC and PsychLit databases. Primary attention has been given to articles discussing the needs and methods of teaching students with mild to moderate disabilities. Specific topics include assessment, attitudes, cross-cultural issues, early education, adult education, secondary education, behavior problems or autism, communication problems, hearing impairments, cognitive disabilities, learning disabilities, physical disabilities, visual impairments, English as a second language, legal issues, program evaluations, physical education, social factors, teacher preparation and inservice, teaching methods, use of music, and use of computers and other technology. Entries are arranged alphabetically by author; a subject index is included.

State Parent-Educator Connection Program, Bureau of Special Education, Department of Education. (1993). Successful integration through home-school partnerships. Des Moines, IA: Author.

Descriptors: case studies; resources; legal issues; definitions; positions; checklists

Abstract: This document is a compilation of case studies of successful integration and various resources on the topic of inclusion. The four case studies are preceded by a list of factors which contributed to the success of the inclusion efforts described.

Source: State Parent-Educator Connection Program
Bureau of Special Education
Iowa Department of Education
Des Moines, IA
(515) 271-3936

Cost: free

Working Forum on Inclusive Schools. (1994). Creating schools for all our students: What 12 schools have to say. Reston, VA: Council for Exceptional Children.

Descriptors: collaboration; planning; profiles; instruction; cooperative learning; assessment; technology; elementary; middle schools; secondary; leadership; support; policies; positions

Abstract: This document is a compilation of ideas and experiences of 12 inclusive schools and the factors that make them work successfully. The book reports the findings of teams of educators and parents selected to participate in a National Inclusive Schools Working Forum in March of 1994 sponsored by ten major national education organizations.

Chapters in the book cover topics such as: 1) "Inclusive Schools and How They Begin," 2) A Sense of Community," 3) "Collaboration, Collegiality, and Partnership," 4) "Improved Learning Through Innovative Instruction," 5) "Leadership in an Inclusive School," 6) "How We Can All Work to Create More Inclusive Schools," and 7) "Participating Schools." It also includes an appendix of policies and position statements on inclusive schools.

The introduction points out that although inclusion will look different in each school, there are at least 12 features that inclusive schools have in common: 1) a sense of community; 2) leadership; 3) high standards; 4) collaboration and cooperation; 5) changing roles and responsibilities; 6) array of services; 7) partnership with parents; 8) flexible learning environments; 9) strategies based on research; 10) new forms of accountability; 11) access; and 12) continuing professional development.

Schools and school districts participating in the forum and generating information for this book included the following: Bloomington High School North, Bloomington, IN; Capital High School, Olympia, WA; Church Lane Elementary Technology School, Baltimore County, MD; Dorseyville Middle School, Pittsburgh, PA; Golden View School, San Ramon, CA; Kilmer Elementary School, Coquitlam, British Columbia; Lincoln Middle School, Syracuse, NY; Miller Middle School, Marshalltown, IA; Moss Elementary School, Methucen, NJ; Peter A. Reinberg Elementary School, Chicago, IL; Westerly High School, Westerly, RI; and Worton Elementary School, Kent County, MD.

Source: Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
800-328-0272

INCLUSION BIBLIOGRAPHY DESCRIPTORS

academic performance
accessibility
accommodations
accountability
accountability
adaptations
administration
administrators
Alaska
Americans with Disabilities Act
Arizona
assessment
assistive technology
at risk
athletics
Attention Deficit Disorder
attitudes
autism
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behavior
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behavior management
best practices
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blindness
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cooperative agreements
cooperative games
cooperative learning
cooperative teaching
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higher education
hypotonia

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instructional strategies
integrated service delivery
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teacher training
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traumatic brain injury
urban
videos
vision
visual impairments
vocational education

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Ability Grouping
Academic Performance
Accessibility
Accommodations
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Americans With Disabilities Act
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Individualized Instruction
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Instructional Strategies
Instructional Time
Integrated Service Delivery
Integration
Junior High
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Language Arts
Leadership
Learning Disabilities
Learning Styles
Least Restrictive Environment
Legal Interpretations
Legal Issues
Legal Rights
Legislation
Lesson Plans
Local Education Agencies (LEAs)
Low Incidence Disabilities
McGill Action Planning System (MAPS)
Mastery Learning
Math
Medically Fragile
Mental Health
Mental Retardation
Mentoring
Middle School
Mild Disabilities
Mission
Model Programs
Moderate Disabilities
Modifications
Monitoring
Multiple Disabilities
Networks
Newsletters
Opinions
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Private Schools
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Program Evaluation
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Referral
Reform
Regular Education
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Research
Residential

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Restructuring
Rett Syndrome
Rural
Safety
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Secondary
Self-Determination
Self-Esteem
Serious Emotional Disturbance
Service Delivery
Severe Disabilities
Site-Based Management
Social Standing
Socialization
Special Education
Spina Bifida
Sports
Staff Development
Staff Training/Preparation
State Education Agencies (SEAs)
Strategies
Student Evaluation
Student Rights
Students
Superintendent
Support
Support Services
Support Systems
Surveys
Systems Change
Teacher Assistance Teams
Teacher Certification
Teacher Education
Teacher Preparation
Teacher Roles
Teacher Training
Teachers
Teachers' Unions
Teaching Strategies
Team Building
Team Development
Team Teaching
Teams
Teamwork
Technical Assistance
Technology
Testing
Toddlers
Training
Transition
Transition (Early Childhood)
Transition (From Segregated To Inclusive Classrooms)
Transition (Secondary)
Transportation
Traumatic Brain Injury
Tutoring
Urban
Videos
Vision
Visual Impairment
Vocational Education
Washington